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ABSTRACT

The research to be described includes two related investigations, one of which was a study of elementary school teachers' perceptions of fatherless boys. The second study involved an attempt to determine relative affects of male and female teachers on the social and emotional development of fatherless boys during the early elementary school years. Twenty-two fourth grade fatherless boys were studied in terms of various measures of social and emotional development. Eleven of these children were in the classrooms of male teachers during the course of an entire school year, while the remaining 11 were under the influence of female teachers. Results consistently favored the male teacher influence, with significantly higher ratings on overall social and emotional development for boys in male teacher classrooms. Significantly higher scores were also obtained by the male teacher group in terms of the childrens' self confidence, feelings of self worth, and ability to accept responsibility. Findings tend to support the argument for the use of male teachers in the elementary grades. (Author/SFK)

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FATHERLESS BOYS, TEACHER PERCEPTIONS, AND MALE TEACHER INFLUENCE: A PILOT STUDY

Paul Dawson

Teaching Research
Oregon State System of Higher Education
Monmouth, Oregon 97361

March 1971

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INVESTIGATOR: Paul Dawson, Assistant Professor
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SUMMARY

The research to be described included two related investigations, one of which was a study of elementary school teachers' perceptions of fatherless boys. The second study involved an attempt to determine relative affects of male and female teachers on the social and emotional development of fatherless boys during the early elementary school years.

These investigations were addressed to a problem which has received increasing attention in recent years among educators and social scientists. The problem concerns the fact that there are significant numbers of fatherless children among the youth in this country, and a substantial amount of research evidence exists which suggests that fatherless children, and particularly boys, may suffer severe difficulties in terms of their social and emotional development. One approach to this problem has been to provide male teachers for these children in the elementary grades, although this attempted solution to the problem has been the subject of controversy and debate. This debate arises from the fact that only scant empirical evidence is currently available on the relative effects of male and female teachers. The research in this report was performed in order to meet this need.

Twenty-two fourth grade fatherless boys were studied in terms of various measures of social and emotional development. Eleven of these children were in the classrooms of male teachers during the course of an entire school year, while the remaining eleven were under the influence of female teachers during the same period of time. Measures of emotional and social development, as well as indices on other related variables, were obtained through direct classroom observations, child interviews, parent ratings, and ratings by teachers.

Results consistently favored the male teacher influence, with significantly higher ratings on overall social and emotional development for boys in male teacher classrooms. Significantly higher scores were also obtained by the male teacher group in terms of the childrens' self-confidence, feelings of self-worth, ability to accept responsibility, emotional stability, and level of interest in school. These findings tend to support the argument for the use of male teachers in the elementary grades.

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INTRODUCTION

The role of the father in contemporary society has no doubt changed a great deal during the past six decades of this century, as have the general structure of the family and patterns of parent-child relations. Until quite recently there has been much more attention focused on the role of the mother in child rearing, with relatively little importance being attached to the father's role within the family. (Nash, 1965) It now appears, however, that there is an increasing interest in the study of father-child relations, and a growing recognition of the harmful effects which might occur if the father is removed from the family unit.

There currently exists a relatively large number of research publications dealing with fatherless children. Much of this literature, which has been summarized in recent publications by Nash (1965), Herzog and Sudia (1968), Biller (1970) and others, deals with the effects of father absence, particularly during the early years of life, on the child's social and emotional development. Although the research findings have sometimes been inconclusive, and in other cases even conflicting, the general impression is that father absence during the early years of life may have serious and detrimental consequences on the child's future course of development.

This conclusion certainly represents nothing new, but it does serve to focus our attention on what is increasingly being described as a potentially major social problem. The fact that there are more than six million children in the United States who are now being raised without fathers in their homes (Herzog and Sudia, 1968), the fact that the incidence of father absence is as high as fifty percent in certain areas of the country (Despert, 1957), and the fact that divorce rates and the number of "broken homes" appears to be increasing rapidly, all suggest that father absence may have widespread and significant implications for the future of American society.

There are obviously no simple solutions to this complex problem. But it is encouraging to observe that many diverse groups within our society are developing an increased awareness and responsiveness to the problem of father absence. In the social sciences this is seen in the thrust toward more intensive study of family patterns, and in the growing literature dealing with father-child relations and the effects of father absence. In legal circles there is a noticible shift in the attitudes of the courts toward a more liberalized and enlightened view of parental roles and child rearing. In education there has been a greater demand for male teachers in the elementary grades, in an attempt to provide a male influence for children during their early years of development.

This latter trend in education has been the subject of some controversy and debate (Tolbert, 1968), for although seemingly convincing rational arguments have been presented both for and against the use of male teachers in the elementary grades, only scant empirical evidence has been obtained on the relative effects of men versus women teachers during the early school years. It was in recognition of this fact that the research described in this report was initially proposed. The investigator, however, was primarily interested in teacher influence with fatherless children, rather than with their influence on elementary school children in general.

The research consisted of two separate but related studies, one being a survey of teacher perceptions in relation to fatherless children, and the other in the nature of a pilot study on the relative influence of male and female teachers with fatherless children during the early elementary school years. Each of these two studies was conceived as preparatory research for more intensive and extended future investigations of male teacher influence on the social and emotional development of the fatherless child. The study of teacher perceptions was deemed important, first, because the investigator felt that the way in which teachers view fatherless children—the assumptions and generalizations they have about them—should intimately affect their relations with these children. The writer also wished to compare teacher perceptions with research evidence and popular conceptions which are currently available in the literature. The second study was undertaken in order to obtain preliminary empirical evidence on the relative influence of male and female teachers, and to compare observations with related research by other investigators.

RELATED RESEARCH

Several excellent reviews of the literature have been conducted recently by other investigators on research which pertain to the fatherless child. Perhaps the most current and extensive are those by Nash (1965), Herzog and Sudia (1968), Biller (1970), and an earlier book of case studies by Ostrovski (1959), which describes the personal experiences of a teacher with fatherless children.

Herzog and Sudia (1968) point out that much of the research on fatherless children suffers from major methodological weaknesses, and they conclude that, among the few studies which are "sound" in design, there appears to be a moderate degree of inconsistency and often inconclusive evidence regarding the effects of father absence on the child's social and emotional development. However, the review by Herzog and Sudia does suggest that paternal absence represents a significant etiological factor in child development, although the psychological and emotional consequences for the child may be difficult to predict, and even more difficult to explain in terms of identifying exact social-psychological processes and determinants. This is due, of course, to the fact that father absence is an extremely complex problem, involving socio-economic as well as psychological factors which affect the entire family structure. The loss of a father, for example, often represents a severe economic crisis for the family, which may result in a lowering of the family's general socio-economic status. Also to be considered are the psychological and social implications for the mother, the new responsibilities and role functions which she must assume, and the disruption in established patterns of relations between family members when the father is removed from the home. Typically, however, the complexity of this situation has not been reflected in the large majority of studies which deal with the effects of father absence.

Most of the research on fatherless children has focused on the role of the father as an authority figure with whom the child identifies (c.f., Ostrovski, 1959; Nash, 1965), and with the alleged consequences for the child's character development resulting from a disruption in the process of sex-role identification. This line of research has obviously been strongly influenced by psychoanalytic theory, particularly the Freudian concept of the Oedipal complex, and by the more recent literature on modeling, identification and imitation. (c.f., Burton and Whiting, 1961) Essential in this approach has been the conception of the father as a crucial figure, who serves a disciplinary and basically punitive role, during the early years of personality and character development. Through introjection, or more generally through a process of identification, the child is seen to incorporate into his own personality many of the values and ideals possessed by his parents, with perhaps varying contributions from the mother or father in particular cases. Certain of these values and ideals relate to general moral issues, while others are associated with more specific sex-role behaviors, values and expectations. In the development of male sex-role identity the father is considered to play a central role, although his presence is also viewed to be important in the development of the female personality. Much greater concern has been evident in the literature, however, in relation to the father's influence on the development of male character and personality. (c.f., Nash, 1965)

Actually, the bulk of research reviewed by this writer, which might shed light on the father's role and influence in child rearing, has been essentially based on a "deprivation" paradigm, highlighting the detrimental consequences of father absence in broken homes. (c.f., Herzog and Sudia, 1968); and Biller (1970). Relatively few studies were designed to directly investigate the father's role in "complete" family units, and in this sense the literature in this area has been of a "negative" variety. In regards to the role of other males who might serve as "replacements" for absent fathers, for example, male elementary school teachers, very little research has been conducted to determine the effects which they may have on the child's ~~personality~~ and character development. (Tolbert, 1968)

At least two studies implicate father-child relations in the long-term adjustment of the adult. One of these is an investigation by Suedfeld (1967), who found that father absence was the most significant background factor in the early developmental histories of Peace Corps failures and drop-outs. In repeated sampling of official files, Suedfeld observed that father absence was the single most potent variable in predicting the maladjustment of Peace Corps volunteers. A study of a smiliar nature by Pasely (1955) revealed that rejection by father or poor father-child relations was a predominant factor in the histories of over 90% of Korean war defectors, while more than half of the defectors had experienced prolonged or permanent father absence during early childhood.

More recent research by Mischel (1958, 1961, 1964) bears indirectly on the social development and personal adjustment of fatherless children. In his research, Mischel (1958) found that fatherless boys in the elementary grades revealed a strong preference for immediate gratification of needs, compared with schoolmates from complete homes. Such a preference has been observed to correlate negatively with measures of social responsibility, personal adjustment and maturity. (Mischel, 1961) Further evidence suggests that a tendency toward immediate gratification of needs correlates positively with measures of delinquency, acquiescence and decreased n-Achievement motivation. (Mischel, 1961) these results are consistent with observations by Andry (1960), who found that father absence and poor father-son relations were significant factors in the etiology of juvenile delinquency. Additional research (Kriesberg, 1967) provides evidence that fatherless children tend to suffer major educational handicaps, including retardation in school and the completion of fewer years of study. Still other research by Heatherington (1966) suggests that children without fathers tend to have much lower levels of aspiration than their peers, while Mischel's investigations (1958, 1961) imply that such children often lack trust, long-term goal direction and autonomy.

Seplin (1952) in studying the effects on eight-year olds of temporary father absence during the formative years, found twice as many cases of behavioral disturbance in these children, particularly among boys, compared with a matched group of siblings whose father had always been present in the home. She concluded "That the differences observed were directly attributable to the father's absence over the formative years." (Nash, p.283) Similar evidence was obtained by Stoltz (1954) in a study on the father relations of children born during the war. The investigation revealed more behavior problems, less independence, more fears, and greater anxiety on the part of children who had been born while their fathers were engaged in military service. Additional findings of the Stoltz study were that these same children tended to be more dependent on adults, to show more hostile aggression, and to reveal behavior which their parents regarded as unmasculine. (Nash, p. 284) In the Stoltz study, however, the results are confounded by the fact that the children's fathers returned to the home after prolonged absence, so that observed differences may be due in part to the disruptive consequences of family adjustment following the father's return.

One line of evidence reveals that fatherless boys may become somewhat "feminized" at an early age in life, and develop adult-role perceptions which differ from other children of a comparable age. For example, Sears, Pintler and Sears (1946) found reliable differences between boys and girls in doll-play situations which involved the use of the father doll as an object of aggression. Their findings imply that "the father normally serves both as a more aggressive model and a more potent frustrator to the son than to the daughter." (Nash, 1965, p. 282) A subsequent study by Sears (1959) indicated that these differences increase up until at least the age of five, and that boys whose fathers were absent showed both more feminine behavior as well as being less aware of their masculinity. Further research by Bach (1946), using similar doll-play techniques, revealed that fatherless children perceive the father image in a highly idealized and feminine way.

Research on the influence of male elementary teachers is comparatively rare. In his review of the literature, Tolbert (1968) found that "very little empirical research has been conducted to prove the need of the male instructor in early schooling." (p. 41) Tolbert's (1968) own research indicated that male and female teachers in grades four through six did not differ significantly in fifteen areas of teacher performance. In fact, "the only area in which the male teachers were found to be excelling over the female teachers...was that of directing, participating in, and supporting play and physical activity." (Tolbert, p. 43) Other research, however, is not entirely consistent with these findings. Further, it should be emphasized that Tolbert's study did not include attempts to measure the teacher's influence on children in their classrooms.

Ryan's Teacher Characteristics Study (1960) represents one of the few definitive investigations reported in the literature on differences between male and female elementary school teachers. In this investigation men were found to differ from women in four major personal-social characteristics. According to Ryan's findings, male elementary teachers were "less responsible and business-like in classroom behavior and more favorable toward democratic classroom practices, more inclined toward permissive, child-centered educational viewpoints, and more emotionally stable than women." (Getzels and Jackson, 1963, p. 568) Again, Ryan's research does not suggest what effects such differences may have on students.

Attempts to determine the relative influence of male and female teachers were made in a recent study by McFarland (1966). The investigator compared the arithmetic achievement, reading achievement, personality development, and identification with a male figure, of first grade students taught by female teachers, when one group of students was given additional assistance by male college students. McFarland found that boys "achieved higher scores than girls and higher scores than pupils who failed to identify with a male figure, in each of the areas of arithemetic, reading and personality." (p. 120) The results of this research, however, are inconclusive in terms of evidence on the effects of male teachers on the social and emotional development of fatherless boys.

Both Ostrovski (1959) and Stones (1969) report the results of personal experiences in elementary school programs which employed male teachers. Ostrovski's (1959) book, Father to the Child, presents compelling evidence on the need for male teacher influence, based on case studies of eleven fatherless children, but this research lacked adequate experimental controls and systematic measurement of many potentially significant variables. Stones' (1969) report of the male confrere program at Hugoton Elementary school is similarly interesting, but lacking in terms of providing adequate evidence on the effects of male teachers, particularly in relation to their influence on fatherless children.

Clarke (1961) studied the school effects of boys from fatherless homes, and found evidence of less clearly established sex-role preferences in such children. The research, however, did not focus on the effects of male teacher influence. Bennett (1966) investigated the school achievement of fatherless children taught by male and female teachers at the fifth grade level, and found that female teachers had a more consistent effect on girls than on boys. However, none of the indices of academic achievement were found to differ significantly in terms of the sex of either the teacher or the pupils, nor were attempts made to study the teacher's effect on the childrens' social and emotional development. Kirk (1967) conducted research on the use of praise and reproof by male elementary school teachers, finding that male teachers use praise more frequently than reproof, and that boys and girls received approximately equal amounts of praise from men teachers. The investigator further found a significant relationship between the amount of praise received by students and their academic marks. Farrall (1965) investigated the function of male elementary school teachers as role models for their pupils in terms of pupil perceptions. He found that boys and girls perceived significant differences between male teachers and the culture-defined appropriate male role model. Significant differences were observed for girls in terms of self-concept scores, according to the way in which they perceived their teachers.

The research on male teacher influence, as reflected in these studies, suggests the need for further investigation in this area. More conclusive evidence on the effects of male teachers, particularly in terms of their impact on the social and emotional development of fatherless children, would be highly beneficial as a basis for policy decisions of teacher selection and recruitment. The research on father absence indicates that serious problems may occur in the social and emotional development of fatherless children, and that these problems may be more acute for boys who have been deprived of fathers at an early age. (Nash, 1965) It appears extremely important that educators seek ways of alleviating such problems, and that the introduction of a male teacher influence during the elementary grades might be a reasonable approach to pursue. However, additional evidence in this area is needed, and the research proposed in this document is intended to provide this kind of information.

STATEMENT OF HYPOTHESES

There are two separate investigations to be described in this research report and, therefore, at least two major hypotheses to be considered. In the first study, dealing with teacher perceptions, the principal hypothesis is that the assumptions and generalizations which teachers report regarding their perceptions of fatherless children will be consistent with evidence and points of view currently available in the professional literature. The generality of this hypothesis, however, is delimited by the nature of the research sample, which was restricted in this investigation to teacher perceptions of fatherless boys in grades one through four. This focus on male children was dictated in part by convenience and practical necessity, and by the writer's personal bias at the time concerning a somewhat greater interest in fatherless boys.

In the light of the general assertion that a male influence is essential during the early elementary school years, a view which has gained wide acceptance among contemporary educators, the major hypothesis in the second investigation to be reported is as follows: male teachers in the elementary grades will have a greater influence than their female counterparts on the social and emotional development of fatherless children. Again, this hypothesis is restricted in generality by the nature of the research sample, which in this investigation was limited to fourth grade teachers and fatherless boys, and by the particular aspects of social and emotional development which were selected for study as dependent variables.

The particular measures employed in this second study will be described more fully in the section of the report which deals with instrumentation. However, these measures may be generally described as overall ratings by both teachers and parents concerning the child's social and emotional adjustment, as well as his interest in school and the nature of teacher-child relations. These measures were supplemented by classroom observations and personal interviews with each child.

METHODS AND PROCEDURES

A. TEACHER PERCEPTION STUDY.

This study, which was designed to obtain evidence concerning teacher perceptions of fatherless boys, involved the distribution of a questionnaire instrument to one hundred and thirty elementary school teachers, grades one through four, in Salem and Corvallis, Oregon. By means of this survey instrument, it was possible to determine the relative incidence of father absence among children in the local area schools, preparatory to the subsequent teacher influence study. The survey was conducted during early Spring of 1970.

The questionnaire, a copy of which is included in Appendix E of this report, was returned by ninety percent of the teachers sampled. This instrument consisted of a series of categories, representing selected areas of social and emotional development, in terms of which teachers were to rate fatherless boys by comparing them with their classmates. Teachers were also given the opportunity to expand and clarify these category ratings through commentary at the end of the questionnaire. Most teachers provided generous amounts of information and anecdotal reports above and beyond what the investigator had anticipated.

This information, including the category ratings and supplementary descriptive reports, was found to be extremely valuable and informative. The results of this survey were analyzed in terms of the degree to which teachers considered each of the categories to represent problem areas for fatherless boys. Ratings were grouped as follows for each category: severe problem, moderately severe problem, slight problem, or no real problem. Again, all ratings were in reference to how fatherless boys compare with other children of the same age and grade level. The data obtained from open-ended commentary was synthesized in terms of recurrent themes and characteristics which teachers reported through personal experiences with these children. The results of these analyses are presented in a subsequent section of this report.

B. TEACHER INFLUENCE STUDY.

The teacher influence study was conducted during the latter part of the 1969-70 academic year in a moderately large urban school district in Oregon. This investigation involved a random selection of fourth grade male and female teachers among elementary schools in the district. Fourth grade teachers were selected primarily because there was an insufficient number of male teachers in other grade levels from which an adequate research sample might be obtained.

The research may be classified as ex-post facto, in that observations were made at the close of the school year, without opportunity to assign subjects to treatment groups when the school year began. However, within these limitations, great care was exercised in an attempt to obtain an essentially random selection of the research sample.

The investigation was designed to gather information on the social and emotional development of fatherless boys from four principal sources. These included direct classroom observation, interviews with the children, parent ratings, and teacher ratings. Major areas of interest in this research were measures of overall social-emotional development, teacher-child relations, the child's level of interest in school, and social attitudes. Specific areas included such variables as the child's self-concept, feelings of self-worth, ability to delay need satisfaction, resistance to temptation, acceptance of responsibility, peer relations, and emotional stability. In most instances, more than one source was employed to obtain data in each of these areas.

Selection and Description of Subjects

From a complete list of district fourth grade teachers, most of whom had from four to eleven fatherless boys in their classrooms, six male and six female teachers were randomly selected by the principal investigator for participation in the teacher influence study. This group comprised less than one-third of the total population of fourth grade teachers in the district.

These teachers provided a list of all fatherless boys in their classrooms, and from this list two children were randomly selected from each room. In one case, a male teacher was found to have several fatherless girls, but only one fatherless boy in his classroom. In a second instance, a female teacher was unable to obtain permission from a parent to involve a child in the research. In the light of these factors, twenty-two fatherless boys comprised the final sample studied in this research.

Typically, these children were from lower middle class homes, and with only one exception they belonged to families which were broken by divorce. One child had lost his father through death caused by prolonged illness. On the average, the father had been absent from the home for approximately four to five years, and most of these children had either no contact or very infrequent contact with their fathers since the divorce occured. Since the boys were between eight and a half to ten years old at the time of the investigation, father separation occured when they were between three and six years of age. Roughly one-third of these children had no brothers and sisters, while the remaining two-thirds had anywhere from one to four siblings in the home.

Research Instruments

Four research instruments were employed in the teacher influence study. These included (1) an observation instrument for recording descrete classroom behaviors, developed in previous research by Cobb and Ray (1970) at the University of Oregon; (2) a child attitude inventory, which was based in part upon a social attitude scale developed by Harris (1957), and which included a technique previously employed in research by Mischel (1961); (3) a teacher rating scale, refered to as the Teacher Observation Record; and (4) a parallel parent rating scale, called the Parent Information Form.

Classroom Observation Record (COR): This is an instrument which is used for recording discrete classroom behaviors, and which requires a trained observer to be successfully employed. Nineteen categories are included in the COR, each of which relates to specific child behaviors occuring in classroom interactions. The instrument is employed by classifying behaviors of a child at six second intervals in terms of the nineteen categories, then recording the actions of another child in the classroom who serves as a reference subject. In this way it is possible to obtain reference group data for the purpose of interpretation and analysis.

A more detailed description of the instrument, including the specific behavior categories, observation and scoring procedures, is presented in Appendix E of this report. Basically, the COR was used in this study to identify possible differences in the relative frequency of socially acceptable and unacceptable behaviors between fatherless boys in the classrooms of male and female teachers.

Child Attitude Inventory (CAI): This is an instrument which requires the use of a trained interviewer, and which involves administration on an individual basis. The CAI includes measures in five principal areas, including: (a) the child's self-concept, (b) his attitudes toward school, (c) his perception of teacher-child relations, (d) his attitudes of social responsibility, and (e) his ability to delay need satisfaction.

The CAI incorporates a social attitude scale developed by Harris (1957), as well as a technique for assessing ability to delay gratification (Mischel, 1961). Other portions of the instrument were developed specifically for the purpose of this research. The CAI was field tested prior to and subsequent to the teacher influence study, with satisfactory results. Those aspects of the instrument incorporated from Harris and Mischel have acceptable supporting data on validity and reliability, while filed data obtained by this investigator provided moderately high overall internal and test-retest reliabilities (i.e., .75-.85). A copy of the Child Attitude Inventory has been included in Appendix D for reference purposes.

Teacher Observation Record (TOR): The TOR consists of a series of rating scales, designed to obtain teacher judgements on a number of variables which relate to the child's relations with his teacher, his interest in school, and his overall social and emotional development. The general category of social-emotional development may be further analyzed into component areas in the instrument. These areas include the child's self-confidence, feelings of self-worth, ability to accept responsibility, resistance to temptation, dependency, peer relations, emotional stability, level of aspiration, and ability to delay need satisfaction. Also included was an item dealing with level of academic achievement.

This instrument, a copy of which may be found in Appendix B of this report, was field tested prior to use in the teacher influence study with satisfactory results. Moderately high test-retest reliability coefficients were obtained, ranging from .83 to .92 in these initial trials, while the instrument was judged to possess satisfactory face validity--based on review by independent judges.

Parent Information Form (PIF): The PIF, which is almost identical in content to the Teacher Observation Record, was used to obtain parent ratings in terms of the areas described in the preceding section of this report. Similar reliability and validity results to those obtained with the TOR were obtained with the PIF. The instrument, a copy of which is to be found in Appendix C, also included items for information concerning aspects of the child's home situation.

C. RESEARCH PROCEDURES.

A female observer was trained at the Oregon Research Institute in the use of the Classroom Observation Schedule (COS) by Joe Cobb, the person responsible for developing this instrument. Based on an essentially randomly determined schedule, the observer was assigned to rotate among the five schools to record the classroom behaviors of the twenty-two children. Each recording session involved observation of a fatherless boy as well as a reference child who was randomly selected by the observer. Each pair of children was observed for fiteen minute periods on three successive occasions, and the records for these three sessions were pooled together in subsequent analysis of the data.

The parent and teacher rating forms were distributed prior to the classroom observations, and permission was obtained from the parents for both the classroom observations and the child interviews at this time. The instruments from parents were returned to the child's teacher in sealed envelopes, and these were gathered by the principal investigator along with the teacher rating forms. Teachers were not allowed to review parent ratings until after they had completed their own forms.

The investigator and a trained male assistant administered the Child Attitude Inventory on an individual basis, according to a randomly assigned schedule, and subsequent to the classroom observation sessions. These interviews involved reading of inventory items to each child and recording of responses in the test booklet. An interview typically involved between twenty to thirty minutes of time during the regular school day.

SUMMARY OF RESULTS

A. STUDY OF TEACHER PERCEPTIONS.

One purpose of the teacher perception study was to determine the relative incidence of father absence among elementary school children in the local area schools in Oregon, although the major objective of the survey was to obtain a sampling of the ways in which teachers view fatherless children.

Results of this preliminary investigation indicated that approximately fifteen percent of the first through fourth grade children in local area schools are currently being raised in father-absent homes. There appeared to be a roughly equal number of fatherless boys and girls in these age groupings, with the majority of these children being in lower to lower-middle socio-economic classes. In most instances, divorce represented the principle cause of father absence, while death of the father or absence due to prolonged military service was observed in a smaller proportion of cases.

Teacher perceptions were based on direct personal observations of fatherless boys who were enrolled in their classrooms for the school term during which the sample was obtained. These observations were reflected in teacher responses to both structured and open-ended questions which were included in a simple survey instrument. The five general areas covered by these questions were academic achievement, emotional maturity, achievement motivation, social maturity, and sex-role behavior. All observations represent teacher perceptions of fatherless boys compared with other children in the same age groups and classrooms.

Perhaps one of the most striking results obtained in this survey was the fact that the majority of teachers perceived fatherless boys to reveal relatively little difficulty in the area of sex-role identification and interests. Contrary to the findings of other investigators (c.f., Nash, 1965) which indicate that fatherless boys may display highly "feminized" interests and behaviors, teachers in the survey regarded these children to be essentially normal in terms of their sex-role development. The alleged feminization of boys, which has been perhaps the principal topic of concern in popular magazine articles, and among educators and many of those who have investigated the problem of fatherless children, provides at least one area in which teacher perceptions are inconsistent with currently held views found in the literature.

However, in other areas included in the survey, teacher perceptions were generally seen to support many of the conceptions of fatherless children which have been reported in previous research. Academic achievement, for example, was regarded by most teachers as a serious problem area for fatherless boys. While approximately eighty percent of the teachers indicated this to be a problem area, fifty-five percent perceived academic achievement to represent a quite serious problem for fatherless boys. This is further reflected by teacher observations in other areas which relate directly to academic achievement. These areas include level of aspiration, which was considered to be a problem in seventy-seven percent of the cases; motivation for school, which was seen to be a problem for eighty-nine percent of the boys; and level of self-confidence, which teachers perceived to be a problem for seventy-six percent of the fatherless children observed. In each of these areas, teacher perceptions are generally consistent with currently held views and research evidence to be found in the professional literature.

In terms of overall estimates of emotional maturity, teachers perceived this to be a problem area in roughly eighty percent of the cases, with fifty-nine percent of these being regarded as presenting serious difficulties. Self-control, for example, was observed to be a significant problem for fity-six percent of the fatherless boys, and a "slight" problem for an additional twenty-one percent of these children. Similarly, fatherless boys were viewed as displaying hostile aggression, which was considered as a serious problem in twenty-six percent of the children and as a somewhat lesser problem for twenty-eight percent of the boys. The area of frustration tolerance was perceived as serious in forty-five percent, and as somewhat of a problem in an additional thirty-two percent of the cases observed. Still in the general area of emotional maturity, teachers perceived fatherless boys to reveal difficulties in attention span (fourty-four percent serious and thirty-four as slight problems); in ability to delay need satisfaction (thirty-one percent serious problems and twenty-eight percent slight problems); and in ability to resist temptation, which was viewed as serious in thirty-three percent and as somewhat of a problem in an additional twenty-eight percent of the cases.

With respect to social maturity a similar picture is seen to emerge, with roughly one third of the fatherless children displaying what teachers perceived as serious problems in terms of dependence on others and peer relations. In the areas of trust in others and the quality of teacher-child relations, the fatherless boys were not regarded as having significant difficulties, compared with other children in their own age group.

Interpretive Note

In most respects, the observations which have been summarized in the preceding paragraphs tend to be consistent with findings in the professional literature, and to this extent these survey results support the principal hypothesis of the teacher perception study. An exception was noted earlier with respect to the fact that teachers did not consider fatherless children to show evidence of problems in the area of sex-role identification and interests.

Several points should, however, be borne in mind concerning the survey results which were obtained. In the first place, the descriptive categories which were included in the survey instrument were quite gross and, therefore, subject to differing interpretations by respondents. Further, although there were definite trends in the data which suggest general behavioral dispositions of fatherless children, in most cases there were significant numbers of these children who did not appear to display serious problems in the areas identified. That is, not only were the measurement procedures somewhat crude, but there was evidence of individual differences among the population sampled. Still another consideration is the fact that the results obtained are subject to the limitations in sampling procedures, so that quite different teacher perceptions might be possible with replication of the survey in other areas of the country. Even so, the results of this investigation possess intrinsic merit, and the fact that they generally support previous research on fatherless children tends to add a certain degree of validity to the data.

With these remarks in mind a summary of the remaining survey data will be presented. This consists of teacher responses to open-ended questions in the survey instrument, designed to expand and clarify observations discussed earlier in the results section of this report. Again, the findings to be discussed are generally consistent with those in the professional literature.

One of the most frequently mentioned characteristics of fatherless boys was their attention-seeking behavior. This was a recurrent problem identified by teachers in the survey, and it is one that was highlighted by Ostrovski (1959) in his book Father to the Child. Attention-seeking was seen in a variety of different forms, and may perhaps be considered as symptomatic of underlying emotional difficulties and a basic need for recognition or approval. Negative attention-seeking was observed in attempts by the child to disrupt classroom activities, and in conspicuous behaviors which seemed designed to draw attention to him without regard for the consequences. Typical also were "positive" forms of attention-seeking, frequently involving inordinate attempts by the child to please both his peers and his teacher in any way he can, often to the "utter frustration of the teacher."

A second major characteristic of fatherless boys which teachers repeatedly mentioned was their tendency to fantasize. This was seen particularly in relation to the child's image and description of his father, which appeared often to be quite unrealistic and highly idealized. In some cases, teachers described this type of behavior as "father longing", referring to many instances in which the children sought out available male figures in the school situation, such as janitors, principals, or male teachers in other classrooms. It would appear that many fatherless boys compensate for loss of their fathers through fantasy and imagination, while others seek more realistic approaches through contact with available male substitutes. Again, this general pattern is not characteristic of all fatherless children, although it was mentioned in a significantly high proportion of cases.

Based on these findings, there is evidence that a large number of fatherless boys suffer at least temporary difficulties in terms of social and emotional development. The data also suggests that in a high proportion of cases these children behave as though they need to compensate for loss of their fathers, and that "substitute" male figures represent valued persons with whom they attempt to associate themselves. Finally, the results of the first investigation support the hypothesis that teacher perception are consistent to a great extent with those reported by other investigators, particularly those of Ostrovski (1959) and Nash (1965).

B. TEACHER INFLUENCE STUDY.

The purpose of the second study was to determine the relative influence of male and female teachers on fatherless boys, in terms of selected aspects of social and emotional development. It should be emphasized that this research was of the ex-post facto variety, so that the findings to be described must be regarded as highly tentative and subject to possible sampling error.

Four sources of information were obtained in this investigation, relative to the social and emotional development of fatherless boys in classrooms of male and female elementary school teachers. These sources included direct observation of classroom behaviors, comparing fatherless boys with their classmates; teacher ratings of fatherless boys who were enrolled in their classrooms over an eight month period; comparable ratings by the mothers; and interviews with these children using a self-description inventory.

Results of Classroom Observation

Applying the coding procedures developed by Cobb and Ray (1970) to record discrete behaviors in a school setting (See Appendix E), an analysis of variance revealed no significant differences between fatherless and nonfatherless boys in terms of the relative frequencies of behavior categories for children in the classrooms of male and female teachers. It will be recalled from earlier discussion that these observations represent a pooling of classroom behaviors over three successive occasions, with each observation period being of a roughly fifteen-minute duration, and the order of observations being determined on an essentially random basis.

The discrete behaviors which were recorded included nineteen categories, ten of which may be classified as constructive or desirable and nine of which may be considered to be disruptive or undesirable. (See Appendix E) In the analysis of variance, these two category groups were each used as an initial basis for comparing fatherless and nonfatherless boys, and for comparing boys in classrooms of male and female teachers. Then, further analyses were performed in terms of each of the nineteen behavior categories. Again, none of the above analyses revealed statistically significant differences. The results of these comparisons will be found in Appendix A, while the conclusions will be discussed in a subsequent section of this report.

Results of Teacher Ratings

The indices employed in obtaining teacher ratings of fatherless boys included (1) a series of items pertaining to the nature of teacher-child relations; (2) questions dealing with the child's level of interest in school; and (3) items describing perceived changes in the child's social and emotional development in relation to his peers. Each of these areas were included on the Teacher Observation Record (TOR), a copy of which is found in Appendix B of this report, and each may be further analyzed into more specific components. The Teacher Observation Record also contained items describing the classroom structure, as well as the length of time the child had spent with his teacher during the school year. An almost identical instrument was employed with parents (Appendix C) to provide supplementary information in each of the above areas of interest.

A simple analysis of variance was performed on the data obtained through the Teacher Observation Records, comparing fatherless boys in the classrooms of male versus female teacher in terms of (1) level of interest in school, (2) quality of the teacher-child relations, and (3) overall estimates of social and emotional maturity. The overall measures in the latter category were then broken down into components dealing with (a) self confidence, (b) dependence on others, (c) level of aspiration, (d) acceptance of responsibility, (e) feelings of self-worth, (f) ability to delay need satisfaction, (g) ability to resist temptation, (h) peer relations, and (i) level of academic achievement.

Significant differences were observed on the variable of "level of interest in school" between fatherless boys in the classrooms of male versus female teachers, as indicated by higher ratings for boys in male teacher classrooms on item five of the Teacher Observation Record. The results of this analysis are summarized in Table 1 below, where an F-value of 4.9178 was obtained with 1 and 20 degrees of freedom. This value of F has an associated probability value of less than .05, and thus provides support for rejection of the null hypothesis.

Table 1. Analysis of variance on the variable "level of interest in school", comparing fatherless boys in male versus female teacher classrooms. (TOR)

Source	SS	MS	df	F
Treatments	20.7409	20.7409	1	4.9178*
Error	84.3500	4.2175	20	

*Significant, with p less than .05.

With respect to the nature of teacher-child relations (items 4a through h on the Teacher Observation Record), no significant differences were observed between male and female teachers. Table 2 presents a summary of the analsis performed on this data, which indicates an F-value of 2.3204 with 1 and 20 degrees of freedom. This value of F has an associated probability value well above the .05 level, suggesting that the null

Table 2. Analysis of variance between male and female teachers in terms of items 4a-h on the TOR, comparing the variable of teacher-child relations.

Source	SS	MS	df	F
Treatments	69.3878	69.3878	1	2.3204
Error	598.0666	29.9033	20	
Total	667.4545	-	21	

hypothesis cannot be rejected in this particular case. Generally speaking, male and female teachers considered themselves to have essentially good relations with fatherless children.

Although differences were not observed on the variable of teacher-child relations, there were significant differences between male and female classrooms in relation to the major area of interest in this investigation, namely, the overall social and emotional development of fatherless boys. By combining all items relevant to the areas of social and emotional development on the Teacher Observation Record (TOR), an analysis of variance revealed an F value of 5.5349, which, with 1 and 20 degrees of freedom, has an associated probability value of p less than .05. This analysis, summarized in Table 3 below, provides results which support rejection of the null hypothesis. These results that fatherless boys in the classrooms of male teachers displayed evidence of greater gains in overall social and emotional maturity than similar children who were under the influence of female teachers.

In the light of observed differences in overall social and emotional development between fatherless boys in male and female teacher classrooms, the data obtained from the Teacher Observation Record was further analyzed into component areas. Of the areas which were identified initially in this section of the report, significant differences were observed in four of these: (1) general emotional maturity, (2) self-confidence, (3) ability to accept responsiblity, and (4) feelings of self-worth. In

Table 3. Analysis of variance on the variable of "overall social and emotional development", comparing fatherless boys in classrooms of male and female teachers. (TOR)

Source	SS	MS	df	F
Treatments	774.5833	774.5833	1	5.5349*
Error	2798.9166	139.9458	20	
Total	3573.5000	-	21	

*Significant, with p less than .05.

each case, children having male teachers were found to display greater amount of improvement than those who were under the influence of female teachers.

An analysis of variance on the variable of emotional maturity, between boys having male versus female teachers, revealed an F-value of 8.0278, which with 1 and 20 degrees of freedom has an associated probability value of less than .025. A summary of this analysis is presented in Table 4 below.

Table 4. Analysis of variance on the variable of "emotional maturity" between fatherless boys in male and female teacher classrooms. (TOR)

Source	SS	MS	df	F
Treatments	13.1363	13.1363	1	8.0278*
Error	32.7272	1.6363	20	
Total	45.8636	-	21	

*Significant, with p less than .025.

These results support rejection of the null hypothesis, and indicate greater gains in emotional maturity for fatherless boys having a male teacher influence.

On the variable of self-confidence, an analysis of variance between fatherless boys in male versus female teacher classrooms revealed an F-value of 8.7568. With 1 and 20 degrees of freedom, this value of F has an associated probability of less than .025, as indicated in the summary table below. Again, these results provide evidence which supports rejection of the null hypothesis, and which suggest greater gains in self-confidence for fatherless boys under the influence of male teachers.

Table 5. Analysis of variance on the variable of "self-confidence" (TOR) between fatherless boys in the classrooms of male versus female teachers.

Source	SS	MS	df	F
Treatments	14.7272	14.7272	1	8.7568*
Error	33.6363	1.6818	20	
Total	48.3636	-	21	

*Significant, with p less than .025.

A third analysis of the data from the Teacher Observation Record also revealed greater gains for fatherless boys under male teacher influence on the variable of "ability to accept responsibility". In an analysis of variance on this data, outlined in Table 6 below, an F-value of 9.8039 was obtained. With 1 and 20 degrees of freedom, an F of this magnitude is seen to have an associated probability value of less than .01, which clearly supports rejection of the null hypothesis.

Table 6. Analysis of variance on the variable "ability to accept responsibility" between fatherless boys under the influence of male versus female teachers.

Source	SS	MS	df	F
Treatments	18.1818	18.1818	1	9.8039*
Error	37.0909	1.8545	20	
Total	55.2727	-	21	

*Significant, with p less than .01.

Finally, an analysis of variance on the variable of "feelings of self-worth" yielded an F-value of 7.5503, which is significant beyond the .025 level with 1 and 20 degrees of freedom. The direction of observed differences, once again, favors the boys in the male teacher classrooms. Table 7 presents a summary of this statistical analysis, which clearly favors rejection of the hypothesis of no differences between the groups.

Table 7. Analysis of variance on the variable of "self-worth" (TOR) between fatherless boys in male versus female teacher classrooms.

Source	SS	MS	df	F
Treatments	10.2272	10.2272	1	7.5503*
Error	27.0909	1.3545	20	
Total	37.3181	-	21	

*Significant, with p less than .025.

The results discussed in the previous paragraphs, which pertain to data obtained from the Teacher Observation Record (TOR), point to greater gains in several areas of development for fatherless boys under the influence of male teachers. These areas include level of interest in school, overall social and emotional development, and specific areas such as self-confidence, feelings of self-worth, emotional maturity, and ability to accept responsibility. No differences were found, however, between pupils of male and female teachers with respect to a number of other variables. These include the quality of teacher-child relations, dependency behavior, level of aspiration, ability to delay need satisfaction, resistance to temptation, peer relations, and academic achievement.

Results of Parent Ratings

Comparable analyses were performed on the data obtained from parent (i.e., mother) ratings. In general the results of these analyses tend to support those which emerged from the Teacher Observation Record. However, the parent ratings did not reveal statistically significant differences, although these data yielded somewhat more favorable ratings for students under the influence of male teachers, and the data from the TOR was found to correlate significantly with that from the Parent Information Form. For example, parent and teacher ratings on measures of overall social-emotional development yielded a Pearson product moment value of .44, which has an associated probability value of .005 with 42 degrees of freedom. Similarly, ratings of teachers and parents on other variables ranged from .22 to .51 in terms of product moment values.

The results of individual comparisons with the analysis of variance will not be presented in this section of the report, since none of these were found to be statistically significant for the Parent Information Form. Instead, these analyses have been included in Appendix A for reference purposes, as have the related correlation analyses.

Results of Child Interviews

The Child Attitude Inventory (CAI), which was administered individually to each child by one of two male interviewers, yielded measures on variables in five related areas. These included: the child's self-concept, his level of interest in school, his perceptions of teacher-child relations, his social attitudes (Harris Scale), and a measure of his tendency to delay need satisfaction (Mischel's technique, 1961).

Since two observers were involved, individual analyses of variance were performed initially to determine whether observer differences might occur in terms of results obtained for each of the five areas investigated in the CAI. These comparisons, which are summarized in Appendix A, revealed no significant differences between interviewers in any of the five CAI measures.

In comparing male and female teacher groups, consistently higher scores were obtained on the Child Attitude Inventory for fatherless boys having male teachers. Although this was true in each of the five areas identified above, an analysis of variance applied to these data revealed no statistically significant differences. The means, standard deviations and statistical tests for these comparisons are presented in detail in Appendix A of this report.

GENERAL SUMMARY AND CONCLUSIONS

The two investigations described in this report provide evidence on teacher perceptions of fatherless children, and on the relative effects of male and female elementary school teachers in terms of the social and emotional development of fatherless boys. Results obtained through the teacher perception study revealed that teachers view a large proportion of these children as displaying serious developmental problems in a number of important areas. For the most part, teacher observations of fatherless boys in their classrooms were consistent with research results reported in the literature, although there was at least one major exception noted in the area of sex-role behaviors and interests.

Teachers generally regarded fatherless boys to be somewhat emotionally insecure, and frequently anxious to gain attention in the classroom. Many of these children possessed an idealized and distorted image of their fathers, as evidenced by exaggerated and fantasized descriptions of the father in conversations with their peers. The concept of "father longing" also emerged from teacher reports, which is simply a phrase to describe the fact that quite a few fatherless boys--in addition to fantasizing and idealizing their fathers--seek out male figures such as janitors, principals or male teachers in the school environment. These children apparently feel the loss of the father, and attempt to compensate for this by associating themselves with substitute adult males which are available to them. It should be emphasized here, however, that these behavioral characteristics are not necessarily common to all fatherless boys, since there were individual differences observed in the data as well as limitations in the sampling procedures employed. Nonetheless, the results are perhaps indicative of some general trends in the behavior of fatherless children, and the credibility of these results is increased by the fact that they are consistent *in most respects with those* reported in the professional literature. (c.f., Ostrovski, 1959; Nash, 1965, Biller, 1970)

It is interesting, in the light of the findings discussed above, that the results of the teacher influence study revealed higher gains in social and emotional development for fatherless boys having male teachers. Inspection of the tables in Appendix A of this report points to the fact that children in male teacher classrooms obtained higher scores on all major dependent variables, except those derived from the classroom observation schedule. However, in most cases group differences were slight and statistically non-significant despite the fact that the direction of these differences consistently favored the male teacher influence. A further generalization from the data of this investigation was that measures on comparable variables, which were derived from different instruments, tended to yield moderately high and statistically significant intercorrelations. For example, both parent and teacher ratings on such variables as the child's level of interest in school, and measures of social and emotional development, were consistent in favoring male teacher influence.

Both possible differences between results obtained from different schools, and individual differences among teachers (after collapsing the sex variable) were studied as potential confounding factors in this investigation. These results, which are presented in table form in Appendix A, yielded no significant differences observed in terms of the data obtained from the two interviewers in administration of the Child Attitude Inventory. Again, these results are reported in Appendix A for reference purposes.

Further study of the results from the teacher influence investigation revealed significant differences between fatherless boys in male and female teacher classrooms in terms of several major variables. Perhaps the most important of these was the higher scores obtained by the male teacher group on overall measures of social and emotional development. Subsequent analysis of this variable into component areas provided results which showed statistically significant differences in terms of self-confidence, feelings of self-worth, acceptance of responsibility, and emotional stability. In each of these areas the observed differences favored fatherless boys in the male teacher classrooms. Similarly, statistically significant differences were found on the variable "level of interest in school", with higher scores being obtained by children in the male teacher groups.

Based on the results of these two studies, involving an investigation of both teacher perceptions of fatherless boys and the relative effects of male versus female teachers on these children, the general impression is that fatherless boys tend to suffer potentially serious difficulties in several areas of social and emotional development. Further, many of these children show evidence of a need for adult male relationships, which might be conveniently provided through association with male teachers in the elementary grades. The findings of the teacher influence study strongly suggest that male teachers may be quite beneficial to fatherless boys during their early years of development. Although more extensive research in this area is definitely indicated, this writer would respond to the question posed in an earlier article by Tolbert (1970), "Should you hire that male teacher?", by stating that one should certainly give it serious consideration. The limited evidence now available would seem to support hiring male teachers in the elementary grades.

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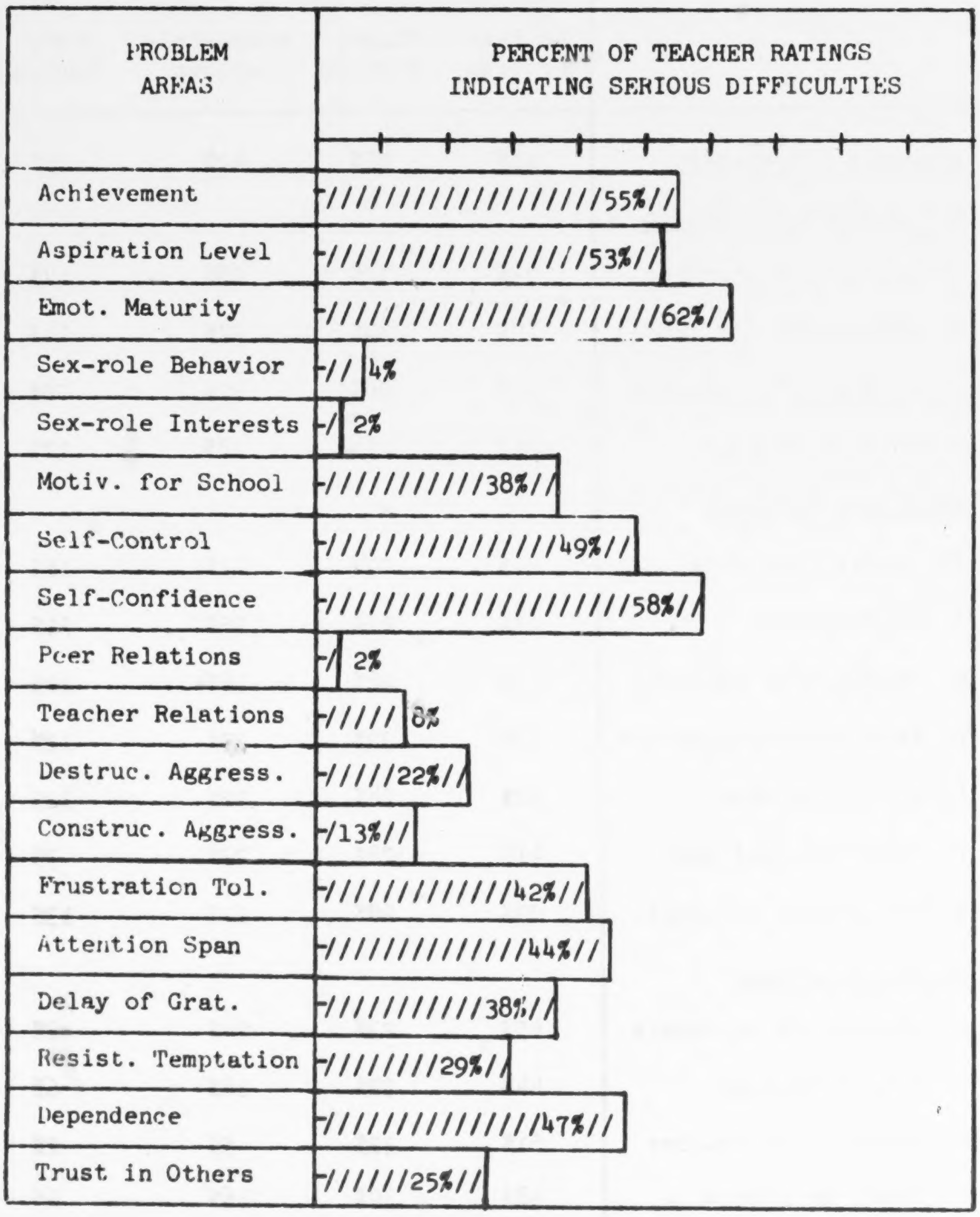
APPENDIX A

TEACHER PERCEPTION STUDY

The percent of teacher ratings indicating "very serious" and "moderately serious" behavior characteristics for fatherless boys in local elementary schools, grades one through four.



APPENDIX A

TEACHER PERCEPTION STUDY

A summary of teacher ratings, indicating the severity of problems experienced by fatherless boys in Oregon elementary schools.

	AREAS STUDIED	TEACHER PERCEPTIONS OF PROBLEM SEVERITY			
		No Real Problem	Slight Problem	Moderately Serious	Very Serious
I.	Academic Achievement	18%	27%	40%	15%
II.	Achievement Motivation				
	A. Level of aspiration	23%	32%	28%	17%
	B. Motivation for school	19%	39%	27%	14%
	C. Constructive aggress.	62%	26%	12%	0%
	D. Self-confidence	24%	21%	38%	17%
III.	Emotional Maturity				
	A. Overall estimate	21%	20%	43%	16%
	B. Self-control	23%	21%	35%	21%
	C. Destructive aggress.	46%	28%	16%	10%
	D. Frustration tolerance	23%	32%	33%	12%
	E. Attention span	22%	34%	32%	12%
	F. Delay of need grat.	41%	28%	22%	9%
	G. Resistance to tempt.	39%	28%	20%	13%
IV.	Social Relations				
	A. Dependence on others	45%	23%	24%	8%
	B. Peer relations	44%	32%	18%	6%
	C. Relat. with teacher	61%	32%	5%	2%
	D. Trust in others	48%	30%	16%	6%
V.	Sex Role				
	A. Sex-role behavior	76%	16%	8%	0%
	B. Sex-role interests	79%	14%	7%	0%

APPENDIX A

SUMMARY OF MEANS AND STANDARD DEVIATIONS ON DEPENDENT VARIABLE MEASURES FOR THE TEACHER INFLUENCE STUDY

1. Child Attitude Inventory (CAI), Part A: Self-concept.

Group	N	Mean	SD
Male Teacher	11	24.90	5.19
Female Teacher	10	24.82	6.00

2. CAI, Part B: Attitudes Toward School.

Group	N	Mean	SD
Male Teacher	11	11.27	1.19
Female Teacher	10	9.27	3.60

3. CAI, Part C: Teacher-Child Relations.

Group	N	Mean	SD
Male Teacher	11	11.09	3.39
Female Teacher	10	9.46	2.12

4. Child Attitude Inventory, Part D: Social Attitudes.

Group	N	Mean	SD
Male Teacher	11	20.36	3.12
Female Teacher	10	19.54	3.20

5. Teacher Observation Record (TOR): Teacher-Child Relations.

Group	N	Mean	SD
Male Teacher	11	36.73	4.22
Female Teacher	10	32.81	6.19

6. TOR: Interest in School.

Group	N	Mean	SD
Male Teacher	11	6.64	2.20
Female Teacher	10	4.27	1.27

7. TOR: Overall Social-Emotional Development (Summary Part B).

Group	N	Mean	SD
Male Teacher	11	73.36	10.48
Female Teacher	10	60.90	12.94

8. Teacher Record (TOR): Emotional Maturity.

Group	N	Mean	SD
Male Teacher	11	6.55	1.29
Female Teacher	10	5.00	1.27

9. Teacher Record (TOR): Self-Confidence.

Group	N	Mean	SD
Male Teacher	11	6.54	1.44
Female Teacher	10	4.90	1.14

10. Teacher Record (TOR): Independence.

Group	N	Mean	SD
Male Teacher	11	5.91	1.22
Female Teacher	10	6.00	1.10

11. Teacher Record (TOR): Level of Aspiration.

Group	N	Mean	SD
Male Teacher	11	6.09	1.38
Female Teacher	10	4.91	1.45

12. Teacher Record (TOR): Accepting Responsibility.

Group	N	Mean	SD
Male Teacher	11	6.73	1.19
Female Teacher	10	4.90	1.51

13. Teacher Record (TOR): Feelings of Self-Worth.

Group	N	Mean	SD
Male Teacher	11	6.09	1.22
Female Teacher	10	4.73	1.10

14. Teacher Record (TOR): Delay of Gratification.

Group	N	Mean	SD
Male Teacher	11	6.18	1.33
Female Teacher	10	5.46	1.44

15. Teacher Record (TOR): Resistance to Temptation.

Group	N	Mean	SD
Male Teacher	11	5.90	0.94
Female Teacher	10	5.09	1.30

45

16. Teacher Record (TOR): Relations With Others.

Group	N	Mean	SD
Male Teacher	11	5.64	1.03
Female Teacher	10	4.64	1.36

17. Teacher Record (TOR): Academic Achievment.

Group	N	Mean	SD
Male Teacher	11	6.00	1.73
Female Teacher	10	5.18	1.54

18. Parent Information Form (PIF): Overall Social-Emotional Development.

Group	N	Mean	SD
Male Teacher	11	73.46	11.57
Female Teacher	10	66.30	10.58

19. PIF: Level of Interest in School.

Group	N	Mean	SD
Male Teacher	11	6.00	1.73
Female Teacher	10	5.20	1.23

20. PIF: Shift in School Interest (Increase).

Group	N	Mean	SD
Male Teacher	11	5.64	1.12
Female Teacher	10	5.40	1.43

21. PIF: Emotional Maturity.

Group	N	Mean	SD
Male Teacher	11	5.73	1.62
Female Teacher	10	5.70	0.82

22. PIF: Self-Confidence.

Group	N	Mean	SD
Male Teacher	11	6.00	1.48
Female Teacher	10	5.50	1.51

23. PIF: Dependence On Others (Decreased).

Group	N	Mean	SD
Male Teacher	11	6.55	1.50
Female Teacher	10	5.90	0.99

24. PIF: Level of Aspiration.

Group	N	Mean	SD
Male Teacher	11	6.00	1.09
Female Teacher	10	5.60	1.27

25. PIF: Acceptance of Responsibility.

Group	N	Mean	SD
Male Teacher	11	6.46	1.51
Female Teacher	10	5.60	0.97

26. PIF: Feelings of Self-Worth.

Group	N	Mean	SD
Male Teacher	11	5.82	1.25
Female Teacher	10	5.40	0.97

27. PIF: Delay of Need Satisfaction.

Group	N	Mean	SD
Male Teacher	11	6.73	1.10
Female Teacher	10	5.50	1.08

28. PIF: Resistance to Temptation.

Group	N	Mean	SD
Male Teacher	11	6.27	1.27
Female Teacher	10	5.60	1.27

29. PIF: Relations With Others.

Group	N	Mean	SD
Male Teacher	11	6.18	1.83
Female Teacher	10	5.20	0.63

30. PIF: Overall Social-Emotional Development (Single Item).

Group	N	Mean	SD
Male Teacher	11	6.09	1.22
Female Teacher	10	5.70	1.16

APPENDIX A

ANALYSIS OF VARIANCE TABLES COMPARING
MALE VERSUS FEMALE TEACHER GROUPS

VARIABLE

Child Attitude Inventory (self-Concept

Source	SS	MS	df	F
Treatments	54.6969	54.6969	1	2.8329
Error	377.3166	18.8658	20	
Total	432.0135	-	21	

Child Attitude Inventory (attitudes toward school)

Source	SS	MS	df	F
Treatments	5.8242	5.8242	1	1.6939
Error	68.7666	3.4833	20	
Total	74.5909	-	21	

Child Attitude Inventory (teacher-child relations)

Source	SS	MS	df	F
Treatments	22.5515	22.5515	1	2.0570
Error	219.2666	10.9633	20	
Total	241.8181	-	21	

VARIABLE

Child Attitude Inventory (social attitudes)

Source	SS	MS	df	F
Treatments	5.4696	54.6969	1	0.066
Error	165.8166	8.2908	20	
Total	166.3636	-	21	

Teacher Ratings (teacher-child relations)

Source	SS	MS	df	F
Treatments	69.3878	69.3878	1	2.3204
Error	598.0666	29.9033	20	
Total	667.4545	-	21	

Teacher Ratings (interest in school)

Source	SS	MS	df	F
Treatments	20.7409	20.7409	1	4.9178*
Error	84.3500	4.2175	20	
Total	105.0909	-	21	

* p less than .05.

Teacher Ratings (overall social-emotional development)

Source	SS	MS	df	F
Treatments	774.5833	774.5833	1	5.5349*
Error	2798.9166	139.9458	20	
Total	3573.5000	-	21	

* p less than .05.

VARIABLE

Parent Ratings (overall social-emotional development)

Source	SS	MS	df	F
Treatments	940.8242	940.8242	1	2.9659
Error	6344.2666	317.2133	20	
Total	7285.0909	-	21	

APPENDIX A

ANALYSIS OF VARIANCE ON MEASURES OF SOCIAL AND EMOTIONAL MATURITY, COMPARING BOYS IN MALE AND FEMALE TEACHER GROUPS, BASED ON DATA OBTAINED FROM THE TEACHER OBSERVATION RECORD (TOR)

1. TOR: Interest In School.

Source	SS	MS	df	F
Teacher Sex	1.6363	1.6363	1	2.6866
Error	12.1818	0.6090	20	
Total	13.8181	-	21	

2. TOR: Emotional Maturity.

Source	SS	MS	df	F
Teacher Sex	13.1363	13.1363	1	8.0278*
Error	32.7272	1.6363	20	
Total	45.8636	-	21	

*p less than .01.

3. TOR: Self-Confidence.

Source	SS	MS	df	F
Teacher Sex	14.7272	14.7272	1	8.7568*
Error	33.6363	1.6818	20	
Total	48.3636	-	21	

*p less than .01.

4. TOR: Dependence Behavior (Decrease).

Source	SS	MS	df	F
Teacher Sex	.7272	.7272	1	0.4908
Error	29.6363	1.4818	20	
Total	30.3636	-	21	

5. TOR: Level of Aspiration.

Source	SS	MS	df	F
Teacher Sex	7.6818	7.6818	1	3.8584
Error	39.8181	1.9909	20	
Total	47.5000	-	21	

6. TOR: Acceptance of Responsibility.

Source	SS	MS	df	F
Teacher Sex	18.1818	18.1818	1	9.8039*
Error	37.0909	1.8545	20	
Total	55.2727	-	21	

*p less than .01.

7. TOR: Feelings of Self-Worth.

Source	SS	MS	df	F
Teacher Sex	10.2272	10.2272	1	7.5503*
Error	27.0909	1.3545	20	
Total	37.3181	-	21	

*p less than .025.

8. TOR: Delay of Gratification.

Source	SS	MS	df	F
Teacher Sex	2.9090	2.9090	1	1.5166
Error	38.3636	1.9181	20	
Total	41.2727	-	21	

9. TOR: Resistance to Temptation.

Source	SS	MS	df	F
Teacher Sex	3.6818	3.6818	1	2.8521
Error	25.8181	1.2909	20	
Total	29.5000	-	21	

10. TOR: Peer Relations.

Source	SS	MS	df	F
Teacher Sex	5.5000	5.5000	1	3.7812
Error	29.0909	1.4545	20	
Total	34.5909	-	21	

11. TOR: Overall Social-Emotional Development (Single Item).

Source	SS	MS	df	F
Teacher Sex	4.5454	4.5454	1	2.7322
Error	33.2727	1.6636	20	
Total	37.8181	-	21	

12. TOR: Academic Achievement.

Source	SS	MS	df	F
Teacher Sex	4.5454	4.5454	1	1.3729
Error	53.6363	2.6818	20	
Total	57.3181	-	21	

APPENDIX A

CHI SQUARE ANALYSIS OF IMMEDIATE VERSUS DELAYED SATISFACTION BETWEEN MALE AND FEMALE TEACHER GROUPS

Observed

	D	I
M	4.00	7.00
F	7.00	4.00

Expected

	D	I
M	5.50	5.50
F	5.50	5.50

Computed Chi Square = 1.6363
Degrees of Freedom = 1
Associated Probability = .20

APPENDIX A

CHI SQUARE ANALYSES FOR CLASSROOM BEHAVIOR CATEGORIES (COS INSTRUMENT) COMPARING MALE VERSUS FEMALE TEACHER GROUPS

NOTATION:

M = Male Teacher Group
F = Female Teacher Group
S = Fatherless Boys
P = Non-fatherless boys in same classrooms
IP^+, NA, etc. are behavior categories on the COS instrument

Variable TT^+

Observed

	S	P
M	4.35	3.15
F	2.65	3.41

Expected

	S	P
M	3.87	3.63
F	3.13	2.94

Computed Chi Square Value = 2.7293
Associated Degrees of Freedom = 1
Associated Probability = .60

Variable IP^{+}

Observed

	S	P
M	2.73	4.44
F	5.62	6.23

Expected

	S	P
M	3.15	4.02
F	5.21	6.65

Computed Chi Square Value = 1.5873
Associated Degrees of Freedom = 1
Associated Probability Value = .69

Variable AT

Observed

	S	P
M	5.95	5.67
F	6.53	6.98

Expected

	S	P
M	5.77	5.85
F	6.70	6.79

Computed Chi Square Value = 2.0539
Associated Degrees of Freedom = 1
Associated Probability Value = .65

Variable IP

Observed

	S	P
M	7.61	8.78
F	1.13	1.19

Expected

	S	P
M	7.48	8.54
F	1.11	1.21

Computed Chi Square Value = 0.0237
Associated Degrees of Freedom = 1
Associated Probability Value = .88

Variable LO

Observed

	S	P
M	6.36	6.46
F	8.74	7.46

Expected

	S	P
M	6.67	6.14
F	8.43	7.70

Computed Chi Square Value = 0.0540
Associated Degrees of Freedom = 1
Associated Probability Value = .82

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Variable NA

Observed

	S	P
M	2.97	2.79
F	5.88	2.45

Expected

	S	P
M	3.62	2.14
F	5.23	3.10

Computed Chi Square Value = 0.5308
Associated Degrees of Freedom = 1
Associated Probability Value = .47

APPENDIX A

CHI SQUARE ANALYSES, COMPARING FATHERLESS AND NON-FATHERLESS BOYS IN TERMS OF BEHAVIOR CATEGORIES OBTAINED WITH THE CLASSROOM OBSERVATION SCHEDULE (COS)

M = Male Teacher Group

F = Female Teacher Group

S = Fatherless Boys

P = Non-Fatherless Boys

1. Variable: Sum of Categories AP-AT (desirable, acceptable behaviors).

Observed

	S	P
M	6.99	7.76
F	6.83	8.43

Expected

	S	P
M	6.79	7.96
F	7.03	8.23

Computed Chi Square = 0.2156
Degrees of Freedom = 1
Associated Probability = .64

2. Variable: Sum of Categories PN-NA (undesirable, socially unacceptable behaviors).

Observed

	S	P
M	2.10	3.24
F	2.26	2.57

Expected

	S	P
M	2.29	3.05
F	2.07	2.76

Computed Chi Square = .5957
Degrees of Freedom = 1
Associated Probability = .44

APPENDIX A

CORRELATION COEFFICIENTS BETWEEN DIFFERENT SOURCES ON SAME OR RELATED VARIABLES

Sources	Means	SD	N	r	p
Overall social-emotional develop.					
Teacher (TOR)	67.50	13.04	21	.44	.005
Parent (PIF)	67.36	18.62	21		

Sources	Means	SD	N	r	p
Teacher-Child Relations					
Teacher (TOR)	34.54	5.63	21	.49	.005
Child (CAI)	10.90	3.39	21		

Sources	Means	SD	N	r	p
Teacher-Child Relations (CAI)	10.90	3.39	21	.36	.01
Attitudes Toward School (CAI)	10.86	1.88	21		

Source	Means	SD	N	r	p
Self-concept (CAI)	25.23	4.24	21	.35	.01
Teacher-Child Relations (CAI)	10.90	3.39	21		

APPENDIX A

ANALYSIS OF VARIANCE TABLES COMPARING POSSIBLE DIFFERENCES AMONG TEACHERS, EXCLUDING THE VARIABLE OF SEX

1. Child Attitude Inventory (CAI), Part A: Self-Concept.

Source	SS	MS	df	F
Teachers	216.0303	19.6391	11	1.2135
Error	161.8333	16.1833	10	
Total	377.8636	-	21	

2. CAI, Part B: Attitudes Toward School.

Source	SS	MS	df	F
Teachers	46.4242	4.2203	11	1.4984
Error	28.1666	2.8166	10	
Total	74.5909	-	21	

3. CAI, Part C: Teacher-Child Relations.

Source	SS	MS	df	F
Teachers	126.9848	11.5441	11	1.0053
Error	114.8333	11.4833	10	
Total	241.8181	-	21	

4. CAI, Part D: Social Attitudes.

Source	SS	MS	df	F
Teachers	67.6969	6.1542	11	0.6237
Error	98.6666	9.8666	10	
Total	166.3636	-	21	

5. Teacher Observation Record (TOR): Teacher-Child Relations.

Source	SS	MS	df	F
Teachers	299.9545	27.2686	11	0.7420
Error	367.5000	36.7500	10	
Total	667.4545	-	21	

6. TOR: Overall Social-Emotional Development.

Source	SS	MS	df	F
Teachers	2661.5000	241.9545	11	2.6530
Error	912.0000	91.2000	10	
Total	3573.5000	-	21	

7. Parent Form (PIF): Overall Social-Emotional Development.

Source	SS	MS	df	F
Teachers	4214.2575	383.1143	11	1.2476
Error	3070.8333	307.0833	10	
Total	7285.0909	-	21	

APPENDIX A

ANALYSIS OF VARIANCE TABLES COMPARING DATA BETWEEN DIFFERENT SCHOOLS

VARIABLE

Child Attitude Inventory (self-concept)

Source	SS	MS	df	F
Treatments	40.8636	10.2159	4	0.5153
Error	337.0000	19.8235	17	
Total	377.8636	-	21	

Child Attitude Inventory (attitudes toward school)

Source	SS	MS	df	F
Treatments	13.8409	3.4602	4	0.9683
Error	60.7500	3.5735	17	
Total	74.5909	-	21	

Child Attitude Inventory (teacher-child relations)

Source	SS	MS	df	F
Treatments	47.0681	11.7670	4	1.0272
Error	194.7500	11.4558	17	
Total	241.8181	-	21	

VARIABLE

Child Attitude Inventory (social attitudes)

Source	SS	MS	df	F
Treatments	45.5303	11.3825	4	1.6014
Error	120.8333	7.1078	17	
Total	166.3636	-	21	

Teacher Ratings (teacher-child relations)

Source	SS	MS	df	F
Treatments	65.7045	16.5261	4	0.4641
Error	601.7500	35.3970	17	
Total	667.4545	-	21	

Teacher Ratings (interest in school)

Source	SS	MS	df	F
Treatments	699.9166	174.9791	4	1.0352
Error	2873.5833	169.0343	17	
Total	3573.5000	-	21	

Parent Ratings (overall social-emotional development)

Source	SS	MS	df	F
Treatments	1281.9242	320.4810	4	0.9076
Error	6003.1666	353.1274	17	
Total	7285.0909	-	21	

APPENDIX A

ANALYSIS OF VARIANCE TABLES COMPARING POSSIBLE INTERVIEWER DIFFERENCES IN ADMINISTRATION OF THE CHILD ATTITUDE INVENTORY (CAI)

NOTE: There were two male interviewers, each administering the CAI to different children.

1. CAI, Part A: Self-Concept.

Source	SS	MS	df	F
Interviewers	13.1363	13.1363	1	0.7203
Error	364.7272	18.2363	20	
Total	377.8636	-	21	

2. CAI, Part B: Attitudes Toward School

Source	SS	MS	df	F
Interviewers	2.2272	2.2272	1	0.6156
Error	72.3636	3.6181	20	
Total	74.5909	-	21	

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3. CAI, Part C: Teacher-Child Relations.

Source	SS	MS	df	F
Interviewers	35.6363	35.6363	1	3.4568
Error	206.1818	10.3091	20	
Total	241.8181	-	21	

4. CAI, Part D: Social Attitudes.

Source	SS	MS	df	F
Interviewers	2.9090	2.9090	1	0.3560
Error	16.3454	8.1727	20	
Total	17.2544	-	21	

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APPENDIX B

CHILD STUDY PROJECT

Teaching Research Division
Monmouth, Oregon

TEACHER OBSERVATION RECORD

Instructions: This form is designed to obtain information from teachers on their observations of fatherless boys during the present school year. This is one of several methods being employed, in a study by Teaching Research Divison of the Oregon State System of Higher Education, to gather information about fatherless boys. Specifically, we are interested in aspects of social and emotional development which occur in these children during their fourth year in school.

Please complete a separate form for each fatherless child in your room, and return these forms to the project director at your earliest convenience. Your cooperation and interest in this project is greatly appreciated. Thank you.

Preliminary Information:

(Miss)
(Mrs.)
Teacher (Mr.)______________________________ Date __________

School______________________________ Class Size __________

Number of boys in class _______

Number of fatherless boys in class ______

Name of child ______________________________ Age __________

How many months has this child been in your class? ____ Months

---

Teacher-Child Relations:

Does the child relate well with his teacher? (circle appropriate number)

1	2	3	4	5	6	7
not at all	very poorly	poorly	undecided	fairly well	very well	extremely well

Do you find it difficult to relate well with the child?

1	2	3	4	5	6	7
extreme difficulty	very great difficulty	great difficulty	moderate difficulty	some difficulty	little or no difficulty	definitely no difficulty

How would you judge the quality of your mutual relations with the child, compared with those between you and other children in the class?

1	2	3	4	5	6	7
very much worse	much worse	worse	neither better nor worse	better	much better	very much better

To what extent does the child seem to admire and respect his teacher?

1	2	3	4	5	6	7
not at all	very little	little	moderate amount	great amount	very great amount	extremely great amount

Do you spend as much time rewarding the child as you do with other children in the class?

1	2	3	4	5	6	7
great deal less	much less	somewhat less	about the same amount	somewhat more	much more	great deal more

Do you spend as much time punishing or "disciplining" the child as you do with other children in the class?

1	2	3	4	5	6	7
great deal less	much less	somewhat less	about the same amount	somewhat more	much more	great deal more

Do you spend much time out of class with the child? (i.e., before or after school, or during recess)

1	2	3	4	5	6	7
not at all	very little	little	moderate amount	great amount	very great amount	extremely great amount

Has having this child in your class been an enjoyable experience for you?

1	2	3	4	5	6	7
extremely unpleasant	very unpleasant	moderately unpleasant	undecided	moderately enjoyable	very enjoyable	extremely enjoyable

On a nine-point scale, how would you estimate the child's level of interest in school at the present time?

1	2	3	4	5	6	7	8	9
no interest	extremely low	very low interest	low interest	average interest	moderately high	high interest	very high	extremely high interest

---

Child Behavior Ratings

Please respond to each of the following items by placing a circle around the appropriate scale value, corresponding to your estimate of the amount of change you have observed in the child during the time he has been in your classroom.

During the past school year, has the child's interest in school changed to any extent?

1	2	3	4	5	6	7	8	9
extreme decrease		great decrease		moderate increase		great increase		extreme increase

During the past school year, has the child shown evidence of change in his level of emotional maturity? (e.g., better control of emotions such as anger and jealousy; fewer fears; more stable behavior, less impulsive)

1	2	3	4	5	6	7	8	9
extreme decrease		moderate decrease		no real change		moderate increase		extreme increase

During the past school year, has the child shown evidence of change in his feelings of self-confidence? (e.g., less fear of failure, more apt to do things that are new to him, more confident in dealing with people; less bashful, more outspoken)

1	2	3	4	5	6	7	8	9
extreme decrease		moderate decrease		no real change		moderate increase		extreme increase

During the past school year, has the child shown evidence of change in dependence on others? (e.g., less reliance on others, more self-initiated behavior, less need for help from teacher, likes to do more things on his own)

1	2	3	4	5	6	7	8	9
extreme decrease		moderate decrease		no real change		moderate increase		extreme increase

During the past school year, has the child shown evidence of change in his level of aspiration? (e.g., setting higher goals for himself, wanting to improve himself, wanting to become important, desiring to do better in school)

1	2	3	4	5	6	7	8	9
extreme decrease		moderate decrease		no real change		moderate increase		extreme increase

During the past school year, has the child shown evidence of change in his ability to accept responsibility? (e.g., can be trusted to do more things by himself, follows through on projects he starts, is more reliable, can be counted on)

1	2	3	4	5	6	7	8	9
extreme decrease		moderate decrease		no real change		moderate increase		extreme increase

During the past school year, has the child shown evidence of change in his feelings of self-worth? (e.g., has a more positive view of himself, feels a sense of importance, feels loved and accepted by others)

1	2	3	4	5	6	7	8	9
extreme decrease		moderate decrease		no real change		moderate increase		extreme increase

During the past school year, has the child shown evidence of change in his ability to delay immediate satisfaction of his needs? (e.g., more patient, more willing to wait his turn, less demanding for what he wants "right now")

1	2	3	4	5	6	7	8	9
extreme decrease		moderate decrease		no real change		moderate increase		extreme increase

During the past school year, has the child shown evidence of change in his ability to resist temptation? (e.g., you can trust him more not to do things or to take things which are forbidden, fewer incidents of "stealing" or "sneaking" things which he knows he shouldn't have, etc.)

1	2	3	4	5	6	7	8	9
extreme decrease		moderate decrease		no real change		moderate increase		extreme increase

During the past school year, has the child shown evidence of change in his relations with others? (e.g., closer ties with friends and family members, more friends and acquaintances, more out-going, more interest in others)

1	2	3	4	5	6	7	8	9
extreme decrease		moderate decrease		no real change		moderate increase		extreme increase

How would you rate the child's overall social and emotional development during the past school year?

1	2	3	4	5	6	7	8	9
very great decrease	great decrease	moderate decrease	some decrease	no real change	some improvement	moderate improvement	great improvement	very great improvement

Has the child's level of academic achievement improved during the past school year, compared with other children in his class?

1	2	3	4	5	6	7	8	9
very great decrease	great decrease	moderate decrease	some decrease	no real change	some improvement	moderate improvement	great improvement	very great improvement

Additional Comments:

Please indicate other factors which you feel may help in interpreting the information which you have provided in the preceding pages. (use other side of form, or additional sheets, if necessary)

Thank you for your interest and cooperation. Would you please return this form to the project director at your earliest convenience?

CHILD STUDY PROJECT
Teaching Research Division
Monmouth, Oregon

APPENDIX C

PARENT INFORMATION FORM

Instructions: This form is designed to obtain information from parents on their childrens' progress in school during the past school year. The information which you provide will be treated confidentially, and it will not be included in your child's school file.

We are asking parents to respond to this form as part of a study on childrens' social and emotional development in the elementary grades. This study is being conducted by Teaching Research, a division of the Oregon State System of Higher Education, in cooperation with your local schools.

Your cooperation in this project, and your early return of the completed form, would be greatly appreciated.

Background Information

Child's name ____________________ Age ____

Child's school ____________________ Grade ____

Child's teacher ____________________

Person filling out this form (check one):

Mother ____ Father ____ Other ____

Do both parents live with the child? Yes ____ No ____

If only one parent is now living with the child:

Which parent is absent? Mother ____ Father ____

How long has the absence been? ____ Years

Reason for absence? Death ____ Divorce ____ Occupation ____ Other ____

How many brothers and sisters are currently living in the same home?

Older brothers ____ Older sisters ____

Younger brothers ____ Younger sisters ____

How much of your child's out-of-school activities involve spending time with ....

1. **mother**

(circle one)

a) great amount of time
b) moderate amount of time
c) relatively little time
d) occasional relations
e) no time spent

2. **father**

(circle one)

a) great amount of time
b) moderate amount of time
c) relatively little time
d) occasional relations
e) no time spent

3. **brother(s)**

(circle one)

a) great amount of time
b) moderate amount of time
c) relatively little time
d) occasional relations
e) no time spent

4. **sister(s)**

(circle one)

a) great amount of time
b) moderate amount of time
c) relatively little time
d) occasional relations
e) no time spent

5. **girl friend(s)**

(circle one)

a) great amount of time
b) moderate amount of time
c) relatively little time
d) occasional relations
e) no time spent

6. **boy friend(s)**

(circle one)

a) great amount of time
b) moderate amount of time
c) relatively little time
d) occasional relations
e) no time spent

7. **other adult men**

(circle one)

a) great amount of time
b) moderate amount of time
c) relatively little time
d) occasional relations
e) no time spent

8. **other adult women**

(circle one)

a) great amount of time
b) moderate amount of time
c) relatively little time
d) occasional relations
e) no time spent

Parent Rating Scales

Below are twelve rating scales, each requiring different kinds of information about your child. For all twelve scales (except the first one), would you please estimate the amount of change you have observed in your child between the beginning and end of the present school year?

1. On a nine-point scale, how would you estimate your child's level of interest in school at the present time? (circle the appropriate number)

1	2	3	4	5	6	7	8	9
no interest	extremely low	very low interest	low interest	average interest	moderately high	high interest	very high	extremely high interest

2. During the past school year, has your child's interest in school changed to any extent? (circle your choice)

1	2	3	4	5	6	7	8	9
extreme decrease		great decrease		moderate increase		great increase		extreme increase

3. During the past school year, has your child shown evidence of change in his level of emotional maturity? (e.g., better control of emotions such as anger and jealousy; fewer fears; more stable behavior, less impulsive)

1	2	3	4	5	6	7	8	9
extreme decrease		moderate decrease		no real change		moderate increase		extreme increase

4. During the past school year, has your child shown evidence of change in his feelings of self-confidence? (e.g., less fear of failure, more apt to do things that are new to him, more confident in dealing with people; less bashful, more outspoken)

1	2	3	4	5	6	7	8	9
extreme decrease		moderate decrease		no real change		moderate increase		extreme increase

5. During the past school year, has your child shown evidence of change in dependence on others? (e.g., less reliance on others, more self-initiated behavior, less need for help from parents, likes to do more things on his own)

1	2	3	4	5	6	7	8	9
extreme decrease		moderate decrease		no real change		moderate increase		extreme increase

6. During the past school year, has your child shown evidence of change in his level of aspiration? (e.g., setting higher goals for himself, wanting to improve himself, wanting to become important, desiring to do better in school)

1	2	3	4	5	6	7	8	9
extreme decrease		moderate decrease		no real change		moderate increase		extreme increase

7. During the past school year, has your child shown evidence of change in his ability to accept responsibility? (e.g., can be trusted to do more things by himself, follows through on projects he starts, is more reliable, can be counted on)

1	2	3	4	5	6	7	8	9
extreme decrease		moderate decrease		no real change		moderate increase		extreme increase

8. During the past school year, has your child shown evidence of change in his feelings of self-worth? (e.g., has a more positive view of himself, feels a sense of importance, feels loved and accepted by others)

1	2	3	4	5	6	7	8	9
extreme decrease		moderate decrease		no real change		moderate increase		extreme increase

9. During the past school year, has your child shown evidence of change in his ability to delay immediate satisfaction of his needs? (e.g., more patient, more willing to wait his turn, less demanding for what he wants "right now")

1	2	3	4	5	6	7	8	9
extreme decrease		moderate decrease		no real change		moderate increase		extreme increase

10. During the past school year, has your child shown evidence of change in his ability to resist temptation? (e.g., you can trust him more not to do things or to take things which are forbidden, fewer incidents of "stealing" or "sneaking" things which he knows he shouldn't have, etc.)

1	2	3	4	5	6	7	8	9
extreme decrease		moderate decrease		no real change		moderate increase		extreme increase

11. During the past school year, has your child shown evidence of change in his relations with others? (e.g., closer ties with friends and family members, more friends and acquaintances, more out-going, more interest in others)

1	2	3	4	5	6	7	8	9
extreme decrease		moderate decrease		no real change		moderate increase		extreme increase

12. How would you rate your child's overall social and emotional development during the past school year?

1	2	3	4	5	6	7	8	9
very great decrease	great decrease	moderate decrease	some decrease	no real change	some improvement	moderate improvement	great improvement	very great improvement

Additional Comments:

Would you please add any additional comments which you feel would help in interpreting your reactions to the previous questions? (use other side of form, or additional sheets, if necessary)

Thank you for your interest and cooperation. Please return this form to the child's teacher at your earliest possible convenience. (use enclosed envelope)

APPENDIX D

CHILD STUDY PROJECT

Teaching Research Division
Monmouth, Oregon

Child's Name ______________________________

Teacher ______________________________

PART A: Attitudes Toward Self

Instructions to child: "I'm going to read a list of words to you, two at a time, and I would like you to tell me which of these words best describe you most of the time. For example, if I say the words boy and girl, you would chose BOY as the word which best describes you... Now, let's go down the list and see which ones you pick to describe yourself."

Note on administration: In administering these items to the child, alternate from one item to the next in presenting the right or the left member-word first. For the first three word pairs the order would be as follows: happy-unhappy, sick-healthy, good worker-poor worker, and so on. Each of the item pairs should be preceded by statements such as "Are you usually ______ or ______? Do you think that you are usually ______ or ______? Most of the time, are you ______ or ______?" (etc.)

Test Items:

____ "How about the words happy and unhappy....which of these do you think you are most of the time?"

____ mostly healthy or often sick?

____ a good worker or a poor worker?

____ interested in most things or bored with things?

____ a nice person or a not-so-nice person?

____ a rule follower or a rule breaker?

____ smart or not very smart?

____ neat or untidy?

____ liked or not liked?

____ helpful or not helpful?

____ good person or bad person?

____ unafraid or afraid?

Summary Data

Sub-test	Score
Part A.........	
Part B.........	
Part C.........	
Part D.........	
Part E.........	

____ a winner or a loser?

____ good sport or bad sport?

____ good student or poor student

____ have lots of friends or not many friends?

____ have good manners or poor manners?

____ honest or dishonest?

____ brave or not brave?

____ good-looking or not so good-looking?

____ needed or not needed?

____ kind or unkind?

____ friendly or unfriendly?

____ strong or not so strong?

____ like yourself or don't like yourself?

____ wanted or unwanted?

____ a special person or an ordinary person?

____ thoughtful or not thoughtful?

____ trusted or not trusted?

____ nice or mean?

____ important or not important?

____ polite or not polite?

Sub-test Score

Scoring: The left member of each preceding item represents a positive self-evaluation. Responses in this category are scored with plus signs (+) in the left margin, and the sum of these is taken as the child's total score for this portion of the test. A maximum score of thirty-one is possible on this sub-test.

PART B: Attitudes Toward School

Instructions to child: "Now I'd like to find out something about your school, and the way you feel about going to school. I have just a few questions here that I want you to think about."

Test Items:

____ Most of the time, do you like coming to school, or would you rather not come if you had a choice? (score 2 points if positive response)

____ Should every boy and girl of your age have to go to school, or should some of them be allowed not to go if they don't want to? (score 1 point if positive response)

____ Is going to school something that everybody needs to do? (score 1 point if positive response)

____ Do you think that school is better this year than it was last year, ...about the same, or not as good? (score 2 points if rated "better," 1 point if "same" + positive response to item 1, and 0 points for "not as good" response)

____ Do you care very much if you do well in your school work, or is this not very important to you? (score 1 point for "care" response)

____ Do other people, like your mom and your teacher, seem to care whether or not you do well in school? (score 1 point for "care" response)

____ Do you usually try to do better than other kids in your room when you do your school work? Or do you mainly just do the work to get it done? (one point for "do better" response)

____ When you make a mistake in your school work, do you try to see what you did wrong, or do you forget it and go on to other problems? (one point for "seeing" what he did wrong response)

____ Which of these would you choose if you could? Doing school work that is hard, but where you learned a lot, or doing school work that is easier and you don't learn as much? (score 1 point for "hard + learn a lot" response)

____ Do you think that you want to keep going to school clear through high school, or do you think you might quit before finishing high school? (score 1 point for "desire to continue school" response)

____ [If positive response to previous item]
Do you think that some day you would like to go on to college after you finish high school? (score 1 point for "desire to go to college" response)

Scoring: The child's score on Part B of the inventory is obtained by finding the sum of scores on individual items from the preceding questions. A maximum of 15 points is possible on this portion of the test.

Sub-test Score

PART C: Teacher-child Relations

Instructions to child: "We're coming along just fine, _______________ (child's name). There are a few more things I'd like you to share with me...mainly about you and your teacher. Oh, like...

____ Are you glad to have (Mr., Mrs.) _______________ as your teacher, or do you wish maybe you could have had some other teacher this past year? (score 1 point "glad" response, 2 points if stated with enthusiasm)

____ Do you think that (Mr., Mrs.) _______________ has enjoyed having you in her class these past few months? (score 2 points "yes" response, 1 point if "yes" with hesitancy on the child's part)

____ Would you like to have the same teacher in the 5th grade next year, or would you rather have a brand new teacher? (score 2 points if enthusiastic "same," 1 point if "same" with little or no enthusiasm)

____ Does your teacher seem to like other kids more than you, less than you, or about the same? (score 2 points if "more," 1 point if "same" response)

____ Does the teacher choose you very often as a room helper, or only once in awhile? (score 1 point for "very often")

____ Do you think that your teacher spends more time with you or with other kids in your class? (score 1 point for "more time")

____ Would you like it if your teacher spent more time or less time with you at school? (score 1 point for "more time")

____ Do you think your teacher is mainly friendly or unfriendly with you most of the time? (score 1 point for "friendly")

____ Are you mainly friendly or unfriendly with your teacher most of the time? (score 1 point for "friendly")

____ Is the teacher usually pleased with the things you do in class, or do you think she isn't very pleased with your work? (score 1 point "pleased" response)

____ Do you usually try to do things to please your teacher, or do you usually not think about doing this? (score 1 point for "please teacher")

____ Do you think that the teacher likes being around boys and girls your age? (score 1 point if "yes" response)

Does the teacher seem to like boys and girls about the same amount, or does she seem to like one group better than the other? (score
____ 1 point if "boys" preferred)

Do you sometimes feel that you are one of the teacher's favorite students, or do you feel that the teacher treats you pretty much
____ like all the other kids in the room? (score 2 points if "favorite")

Do you spend a lot of time with the teacher after school, or do you
____ do this just once in awhile? (score 1 point if "a lot")

Would you maybe like to be a teacher when you grow up? (score 1 point
____ if "yes")

[if no, inquire what the child would like to be when he grows up]

Scoring: The sum of scores on individual items represents the child's score for Part C of the inventory. A total of 21 points is possible for this portion of the test.

Sub-test Score

PART D: Social Attitudes

Instructions to child: "Well, we're getting toward the end now, ________ (child's name). How are you feeling?...I'll bet you haven't been asked so many questions all at once for quite awhile! Just a few more things I'd like to talk about...then I have a little something to give you for spending time with me today... Some of the questions I have are still about school, but a lot of them won't be. Let's try some...alright?

You tell me whether you agree or don't agree with the things I'll read to you. Like, if I say you're a boy, you would say "I agree!" Now, here are some others...you let me know if you agree or disagree with what I say."

Test Items:

[Use the following scoring code: A=agree, D=disagree]

____ (-) When a person doesn't like to do something he's supposed to do himself, he'd be smart to get somebody else to do it for him.

____ (-) It's no use worrying about problems in the world, because a person can't do much about them anyway.

____ (-) When I work on a class project I usually let other people do most of the planning.

____ (+) If a person is doing something important he should stick to it, even if something else he likes to do better comes along.

____ (+) Every person should give some of his time for the good of his city, even if he is very busy with his own business.

____ (-) Being honest doesn't always pay off.

____ (+) People should always try to finish things that they start.

____ (+) It's more important to work for the good of the team than it is to work for your own good.

___ (-) It doesn't matter if a person is late for school, as long as he doesn't get punished for it.

___ (-) If a person finds something that's been lost he should be able to keep it.

___ (-) If I see somebody in trouble, and I don't know who they are, I should leave them alone and mind my own business.

___ (-) The government should worry only about our own country and let other countries handle their own problems.

___ (-) People would be a lot better off if they could live far away from other people and never have to do anything for them.

___ (+) It's always important to do the very best you can in your work.

___ (+) All members of a family should share in the housework, even the children.

___ (-) A person should always mind his own business and let other people worry about their own problems.

___ (-) If you're good most of the time, it's alright to be bad when you want to be.

___ (-) Somebody who is rich or famous should always be treated better than other people who are not.

___ (-) It would be alright to borrow something from another person without asking him, as long as you put it back and didn't damage it.

___ (-) People don't need to vote at every election

___ (-) When you can't do a job, it's no use to try to find somebody else to do it.

___ (+) If I had a choice between getting one dollar today, or waiting two months to get five dollars, I'd wait the two months for my money.

___ The main reason for not doing something wrong, like stealing or cheating, is that you might get caught and punished.
(-)

___ It's alright to tell a lie as long as nobody knows about it.
(-)

___ Only rich people should be made to pay taxes.
(-)

PART E: Delay of Reinforcement

Instructions to child: "Guess what ____________ (child's name)?... we're all through now. I'd like to thank you for spending time with me like this...it was fun for me. And, because you were nice enough to help me out, I'd like to give you a little something in return." [get out small candy to show the child]

"I didn't bring the larger candy bars with me today, so I'll give you a choice. You can have this small candy now...or, if you wait until I come back in a couple of days, you can have a large candy bar then. Which do you want...the small candy now, or the large candy in a few days?" [wait for response, then ask:] "Are you sure that's what you want to do?......Okay."

Scoring: Check which response child made.

☐ took small candy

☐ preferred to wait

APPENDIX E

March 1970
Social Learning Project
Oregon Research Institute

Manual for Coding Discrete Behaviors in the School Setting

Joseph A. Cobb and Roberta S. Ray

This manual is a guide to be used in connection with the observation of classroom behaviors. The code has been developed to provide a precise record of behavioral rates in the classroom. Many behaviors have been defined previously by Ray, Shaw, and Patterson (1968).

The observer will look at the subject and each male peer in alternating six-second intervals, i.e., subject, peer; subject, peer; subject, peer; etc. The observer will code the appropriate behavior by placing a circle around the category on the coding sheet. If there is a response to the behavior by another person which can be discerned by the subject, the response is to be coded. A vertical line (|) is to be placed through the symbol of the response on the coding sheet if the response is by the teacher; if the response is by a peer, a horizontal line (-) is used.

An auditory device (clipboard with built-in interval timer and auditory jack) is provided to produce a signal every six seconds so the observer will know when to code a child's behavior. An efficient procedure for coding is to observe the child for a few seconds after the auditory signal occurs and check to see if there is a response from the environment; then code the behavior observed as well as the response; if there is no immediate response, but a response occurs before the end of the six-second interval, code that response, wait for the next auditory signal and repeat the procedure for the next person. Once all male peers have been coded in the classroom, the observer will begin coding in the same order of peers on the same coding sheet as in the original sequence. Sometimes the original order will be difficult to maintain due to movement in the classroom; in these cases the observer should attempt to sample all peers, regardless of order, before returning to coding the same peer twice. If a peer leaves the room or is unobservalbe for other reasons, do not leave the space blank, just continue and code the next peer.

Space is provided on the sheet for the academic activity, the structure provided by the teacher, and the kind of work (group, individual, and transitional) that was occurring at the time of coding. The observer is to fill in the academic activity, e.g., reading, arithmetic, social studies, etc., the type of structure, and the kind of work. When changes occur in the latter two areas while the sheet is being coded, a symbol is to be placed at the beginning of the subject or peer line in which the change occurred. The symbol should be the first letter of the five categories used to characterize the situation. For instance, if the teacher is lecturing to the class and then begins to have them work on individual work assignments at a point where only part of the class has been coded, an "I" is placed in front of the child's number at which point group work changed to individual work.

The definitions for the five categories are as follows:

Structured--The teacher has provided clear guidelines for the children to follow in carrying out tasks.

Unstructured--The guidelines for the child's behavior are vague or unclear to the observer, i.e., the students can determine what they want to do in terms of academic activity and/or non-intellectual behaviors.

Group--The class is involved as one unit in academic activity, e.g., teacher lecturing, student reciting while entire class listens. Also, "Group" is to be coded when there are small groups in the class, as often occurs in reading.

Individual--The majority of the students are doing work by themselves at desks, e.g., social study projects are being done by each student. "Individual" can be checked even though the student asks for and receives help from other peers and/or teachers.

Transitional--This category should be checked when the class is between activities, e.g., waiting for recess, lining up for lunch, class returning from recess, teacher has indicated reading period is finished but has provided no directions for the next activity. As soon as teacher provides directions for the next activity, the "transitional" category is to be omitted and either the "group" or the "individual" category checked.

It is essential that only one behavior be coded for each subject. Although there will be instances in which more than one behavior code is applicable, the observer should code only one. To facilitate a consistent choice of categories among observers, the codes are ordered in the manual as well as on the code sheets in a hierarchical fashion for appropriate and inappropriate behaviors. The observer is to go from left to right until the first applicable code category is reached; that category is to be marked and no other.

The same procedure is to be followed for picking a peer and/or teacher response. The rule to keep uppermost in mind regarding the choice of response is that the response is specifically directed at the subject. For example, if the student is attending to his work and a peer drops a book with a loud noise, the student's behavior is coded but not the peer's behavior as the behavior was not directed at the subject; however, if the peer dropped the book on the student's desk, then that response would be coded.

In the following list the code definitions are applicable to both behavior of the subject and to responses from teachers and peers unless noted otherwise:

AP Approval. Used whenever a person gives clear gestural, verbal, or physical approval to another individual. "Approval" is more than attention, in that it must include some clear indication of positive interest or involvement. Examples of "approval" are smiles, head nods, hugs, pats on the back, and phrases such as, "That's a good boy," "Thank you," and "That's right," "That's a good job."

CO Complies. This category can be checked each time the person does what another person has requested, e.g., the teacher asks class to take out notebooks and pupil does; she asks for paper to be turned in and pupil obeys; pupil asks for pencil and teacher or peer gives him one; teacher tells class to be quiet and pupil is quiet.

TT+ Appropriate talking with teacher. This category can be checked when the pupil talks with the teacher, whether in private as in independent work situations or answers questions in other situations. If the teacher is interacting with the child when the child is talking appropriately, the response is coded TT+. The reason for coding the subject's behavior and the response in the same category is the difficulty of differentiating other responses in quick verbal interchanges; of course, if other responses are appropriate, e.g., AP, DI, or AT, and can be clearly differentiated, they preclude coding the response at TT+.

IP+ Appropriate interaction with peer. Coded when the pupil is interacting with peer and is not violating classroom rules. Interaction inludes verbal and non-verbal communication, e.g., talking, handing materials, working on project with peer. The response for the peer is IP+ if the peer is interacting with the subject. The main element to remember in applying this code is that an interaction is occurring or one of the persons is attempting to interact. If two students are working on a social studies project, the code is IP+ is they are talking to each other or organizing a notebook together, but if the subject is simply writing a report, then the appropriate code is AT.

VO Volunteers. Coded when person indicates that he wants to make an academic contribution, e.g., teacher asks a question and he raises his hand.

IT Initiation to or by teacher. Pupil or teacher initiates or attempts to initiate interaction with each other, but not in conjunction with volunteering. Pupil may go to teacher's desk during independent study or raise his hand and seek assistance in solving an arithmetic problem; as a response, teacher may initiate interaction with pupil, e.g., teacher may ask pupil for answer to an arithmetic problem; teacher may ask pupil to pick up class papers; pupil asks permission to sharpen pencil; pupil asks what is for lunch, etc.

AT Attending. This category is used whenever a person indicates by his behavior that he is doing what is appropriate in a school situation, e.g., he is looking at the teacher when she is presenting material to the class; he is looking at visual aids as the teacher tells about them; he has his eyes focused on his book as he does the reading assignment; he writes answers to arithmetic problems; the teacher or peer looks at the child reciting. "Attending" is to be coded as a response when there is an indication that the subject is aware that a teacher or peer is attending to him; thus, when a child is working, and the teacher looks at him, the child must make some recognition of the attending on the teacher's part, e.g., he looks at the teacher.

PN Physical negative. Use of this category is restricted to times when a person attacks or attempts to attack another person with the possibility of inflicting pain. Examples include slapping, spanking, kicking, biting, throwing objects at someone, etc.

DS Destructiveness. Use of this category is applicable when a person destroys or attempts to destroy some object, e.g., breaking a pencil in half, tearing a page from a book, carving name on desk, etc. This category is not to be used when the person is writing an answer or working out a problem on a desk with a pen or pencil.

DI Disapproval. Use this category whenever the person gives verbal or gestural disapproval of another person's behavior or characteristics. Shaking the head or finger are examples of gestural disapproval. "I do not like that tone of voice," "You didn't pass in your homework on time," "Your work is sloppy," "I don't like you" are examples of "disapproval." In verbal statements it is essential that the content of the statement explicitly states disapproval of the subject's behaviors or attributes, e.g., looks, clothes, attitudes, academic skills, etc.

NY Noisy. This category is to be used when the person talks loudly, yells, bangs books, scrapes chairs, or makes any sounds that are likely to be actually or potentially disruptive to others.

NC Noncompliance. To be coded whenever the person does not do what is requested. This includes teacher giving instructions to entire class and the subject does not comply.

PL Play. Coded whenever person is playing alone or with another person, e.g., playing tic-tac-toe in class, playing softball at recess, throwing a ball in classroom, etc.

TT- Inappropriate talk with teacher. Use whenever content of conversation is negative toward teacher by pupil or when classroom rules do not allow interaction with teacher. Examples are, "I don't want to finish this lesson," "I won't go to the principal's office," etc. This category should not be used if DI is appropriate.

IP- Inappropriate interaction with peer. Coded whenever peer or pupil interacts with or attempts to interact with each other and classroom rules are being violated. Examples include behaviors and/or responses such as touching a peer to get his attention, calling peer by name, talking to peer, looking at peer when the student should be working.

IL Inappropriate locale. This category is not to be used if rules allow for pupils to leave seats without permission and what the pupil is doing is not an infraction of other rules, e.g., a pupil goes to sharpen pencil would not be classified IL, unless he stopped and visited with neighbors on the way; or, unless this activity takes permission from teacher, etc.

SS Self-stimulation. A narrow class of events in which the person attempts to stimulate himself in such ways as swinging his feet, rubbing his nose, ears, forehead, tapping his fingers, scratching, etc., to such an extent that attention to other activities is precluded.

LO Look around. Coded when person is looking around the room, looking out the window, or staring into space when an academic activity is occurring.

NA Not attending. This category is to be used when person is not attending to work in individual work situations or not attending to discussion when teacher is presenting material. This category is applicable to those situations in which the subject is working but he is working on the wrong assignment. Care should be taken in using this category. Be sure that no other category is appropriate before checking it.

Following is a description of a hypothetical situation in a school setting. The coding of each sequence is on an accompanying coding sheet.

The observer has entered the classroom and will be coding the first sheet of the observation. The teacher is presenting a lesson in arithmetic to the whole class.

The subject is looking out the window and the teacher says, "Jimmy, don't you ever pay attention to what's going on?"

The first male peer is looking at the teacher.

The subject looks at the teacher.

The second male peer is scratching and looking at his arm.

The subject talks to a peer while the teacher is still presenting the lesson. The peer talks with the subject.

The third male peer answers a question from the teacher. The teacher smiles and says, "Fine." Some of the children look at the interaction between the peer and teacher.

The subject drops a book on the floor. Several peers giggle. The teacher says, "That's enough of that, Jimmy."

The fourth male peer is rolling a ball down the aisle to his buddy. The buddy rolls the ball back.

The subject raises his hand in response to a question asked of the class by the teacher.

The fifth male peer picks up a piece of paper at the teacher's request. The teacher says, "Thank you."

The subject rummages through his desk while the teacher is presenting the lesson.

The sixth male peer is walking around the room. Several of his classmates look at him.

The subject looks at the teacher.

The seventh male peer hits the child next to him. The child hits him back.

The subject raises his hand as the teacher is talking. She does not look at him.

The eighth male peer looks at the teacher.

The subject still has his hand raised. The teacher asks him what he wants.

The first male peer looks at the teacher.

Subject stomps his foot on the floor. Several peers look at him.

With the teacher's permission, the second male peer explains the lesson to a neighbor, who responds with questions.

Subject stares at the child sitting next to him. The child does not respond.

The third male peer talks to the teacher about the lesson. She answers.

Subject talks to child sitting next to him. The child responds. Teacher says, "Stop that talking."

The fourth male peer looks around the room.

The subject is reading a comic book.

The teacher has told the fifth male peer to sit up straight in his chair. He still slouches in chair.

The subject is still reading a comic book. The teacher takes the book away from him.

The sixth male peer says to the teacher, "That's a nice dress you're wearing." The teacher looks at the child and smiles.

The subject yells, "I want to go to recess!" The teacher says, "Speak in a lower tone of voice, Jimmy."

The seventh male peer rubs an eraser back and forth on the desk.

The subject looks at the clock while the teacher is giving the lesson.

The eighth male peer looks at the teacher.

Subject passes a note to peer. Peer accepts note.

The first male peer tears a page out of his book.

The subject sits quietly in chair, looking at teacher.

OBSERVER ____________________ SHEET # 1 SUBJECT Jimmy

DATE 2-26-70 ACADEMIC ACTIVITY Arithmetic

Structured ✓ Unstructured ____ Group ✓ Individual ____ Transitional ____

PUPIL

S	AP	CO	TT+	IP+	VO	IT	AT	PN	DS	~~DI~~	1	NY	NC	PL	TT-	IP-	IL	SS	[✓ LO]	NA	S
P	AP	CO	TT+	IP+	VO	IT	[✓ AT]	PN	DS	DI	2	NY	NC	PL	TT-	IP-	IL	SS	LO	NA	P
S	AP	CO	TT+	IP+	VO	IT	[✓ AT]	PN	DS	DI	3	NY	NC	PL	TT-	IP-	IL	SS	LO	NA	S
P	AP	CO	TT+	IP+	VO	IT	AT	PN	DS	DI	4	NY	NC	PL	TT-	IP-	IL	[✓ SS]	LO	NA	P
S	AP	CO	TT+	IP+	VO	IT	AT	PN	DS	DI	5	NY	NC	PL	TT-	[✓ ~~IP-~~]	IL	SS	LO	NA	S
P	~~AP~~	CO	[✓ TT+]	IP+	VO	IT	~~AT~~	PN	DS	DI	6	NY	NC	PL	TT-	IP-	IL	SS	LO	NA	P
S	~~AP~~	CO	TT+	IP+	VO	IT	AT	PN	[✓ DS]	~~DI~~	7	NY	NC	PL	TT-	IP-	IL	SS	LO	NA	S
P	AP	CO	TT+	IP+	VO	IT	AT	PN	DS	DI	8	NY	NC	[✓ ~~PL~~]	TT-	IP-	IL	SS	LO	NA	P
S	AP	CO	TT+	IP+	[✓ VO]	IT	AT	PN	DS	DI	9	NY	NC	PL	TT-	IP-	IL	SS	LO	NA	S
P	~~AP~~	[✓ CO]	TT+	IP+	VO	IT	AT	PN	DS	DI	10	NY	NC	PL	TT-	IP-	IL	SS	LO	NA	P
S	AP	CO	TT+	IP+	VO	IT	AT	PN	DS	DI	11	NY	NC	PL	TT-	IP-	IL	SS	LO	[✓ NA]	S
P	AP	CO	TT+	IP+	VO	IT	~~AT~~	PN	DS	DI	12	NY	NC	PL	TT-	IP-	[✓ IL]	SS	LO	NA	P
S	AP	CO	TT+	IP+	VO	IT	[✓ AT]	PN	DS	DI	13	NY	NC	PL	TT-	IP-	IL	SS	LO	NA	S
P	AP	CO	TT+	IP+	VO	IT	AT	[✓ ~~PN~~]	DS	DI	14	NY	NC	PL	TT-	IP-	IL	SS	LO	NA	P
S	AP	CO	TT+	IP+	VO	[✓ IT]	AT	PN	DS	DI	15	NY	NC	PL	TT-	IP-	IL	SS	LO	NA	S
P	AP	CO	TT+	IP+	VO	IT	[✓ AT]	PN	DS	DI	16	NY	NC	PL	TT-	IP-	IL	SS	LO	NA	P
S	AP	CO	~~TT+~~	IP+	VO	[✓ IT]	AT	PN	DS	DI	17	NY	NC	PL	TT-	IP-	IL	SS	LO	NA	S
P	AP	CO	TT+	IP+	VO	IT	[✓ AT]	PN	DS	DI	18	NY	NC	PL	TT-	IP-	IL	SS	LO	NA	P
S	AP	CO	TT+	IP+	VO	IT	~~AT~~	PN	DS	DI	19	[✓ NY]	NC	PL	TT-	IP-	IL	SS	LO	NA	S
P	AP	CO	TT+	[✓ ~~IP+~~]	VO	IT	AT	PN	DS	DI	20	NY	NC	PL	TT-	IP-	IL	SS	LO	NA	P
S	AP	CO	TT+	IP+	VO	IT	AT	PN	DS	DI	21	NY	NC	PL	TT-	[✓ IP-]	IL	SS	LO	NA	S
P	AP	CO	[✓ ~~TT+~~]	IP+	VO	IT	AT	PN	DS	DI	22	NY	NC	PL	TT-	IP-	IL	SS	LO	NA	P
S	AP	CO	TT+	IP+	VO	IT	AT	PN	DS	~~DI~~	23	NY	NC	PL	TT-	[✓ ~~IP-~~]	IL	SS	LO	NA	S
P	AP	CO	TT+	IP+	VO	IT	AT	PN	DS	DI	24	NY	NC	PL	TT-	IP-	IL	SS	[✓ LO]	NA	P
S	AP	CO	TT+	IP+	VO	IT	AT	PN	DS	DI	25	NY	NC	PL	TT-	IP-	IL	SS	LO	[✓ NA]	S
P	AP	CO	TT+	IP+	VO	IT	AT	PN	DS	DI	26	NY	[✓ NC]	PL	TT-	IP-	IL	SS	LO	NA	P
S	AP	CO	TT+	IP+	VO	IT	AT	PN	DS	~~DI~~	27	NY	NC	PL	TT-	IP-	IL	SS	LO	[✓ NA]	S
P	[✓ ~~AP~~]	CO	TT+	IP+	VO	IT	AT	PN	DS	DI	28	NY	NC	PL	TT-	IP-	IL	SS	LO	NA	P
S	AP	CO	TT+	IP+	VO	IT	AT	PN	DS	~~DI~~	29	[✓ NY]	NC	PL	TT-	IP-	IL	SS	LO	NA	S
P	AP	CO	TT+	IP+	VO	IT	AT	PN	DS	DI	30	NY	NC	PL	TT-	IP-	IL	[✓ SS]	LO	NA	P
S	AP	CO	TT+	IP+	VO	IT	AT	PN	DS	DI	31	NY	NC	PL	TT-	IP-	IL	SS	[✓ LO]	NA	S
P	AP	CO	TT+	IP+	VO	IT	[✓ AT]	PN	DS	DI	32	NY	NC	PL	TT-	IP-	IL	SS	LO	NA	P
S	AP	CO	TT+	IP+	VO	IT	AT	PN	DS	DI	33	NY	NC	PL	TT-	[✓ ~~IP-~~]	IL	SS	LO	NA	S
P	AP	CO	TT+	IP+	VO	IT	AT	PN	[✓ DS]	DI	34	NY	NC	PL	TT-	IP-	IL	SS	LO	NA	P
S	AP	CO	TT+	IP+	VO	IT	[✓ AT]	PN	DS	DI	35	NY	NC	PL	TT-	IP-	IL	SS	LO	NA	S

APPENDIX F

FATHERLESS CHILD SURVEY

Paul Dawson
Oregon State System of Higher Education
Monmouth, Oregon 97361
(838-1220)

1. Teacher's Name: (Mr.) (Mrs.) (Miss) ______________________________

2. School: ______________________________

3. Grade Level: (circle one) 1 2 3 4 5 6

4. Class Size: ________

5. Number of fatherless children in your classroom during the present term.

Boys _____ Girls _____

6. Of these children, how many are fatherless as the result of

Boys	Girls
____ Divorce	____ Divorce
____ Death	____ Death
____ Other	____ Other

7. Compared with other children of the same age group, do fatherless BOYS in your classroom tend to have problems in any of the areas listed below? Please indicate the severity of a "problem" by using the following code:

V = Very Serious Problem
M = Moderately Serious Problem
S = Slight Problem
O = Little or No Problem
R = I Reserve Judgment Here

(a) Potential Problem Areas

Rating

____ academic achievement
____ level of aspiration (achievement motivation)
____ emotional maturity
____ appropriate sex role behavior (i.e., masculine)
____ appropriate sex role interests (i.e., masculine)
____ motivation for school work
____ self-control
____ self-confidence
____ relations with peers
____ relations with teacher
____ aggressive tendencies (destructive)
____ aggressive tendencies (constructive)
____ frustration tolerance
____ attention or interest span
____ ability to delay need satisfaction
____ resistance to temptation
____ dependence on others
____ trust in others

7. (b) **Please feel free to comment on any of the preceding items in question #7.(a). (see also question #8)**

(USE OTHER SIDE IF NECESSARY)

8. Based on your personal experience, would you please indicate other problem areas or special considerations which you feel to be particularly significant for fatherless children during the elementary school years. (e.g., characteristic behaviors, special needs, teacher problems, etc.)

9. Would you like to receive a summary of the results from this survey?

______ Yes ______ No ______ Indifferent